

ELAR TEKS Side-by-Sides

— FOR TEACHERS —
ELEMENTARY



ELAR TEKS Side-by-Sides

— FOR TEACHERS —

GRADE 5

The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
Strand 1 - Developing and Sustaining Foundational Language Skills	
5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	<p>Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.</p> <p>Listening and Speaking/Speaking Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p> <p>Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p>
5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.	
5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	<p>Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.</p>
5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension.	<p>Reading/Fluency Students read grade-level text with fluency and comprehension.</p>
5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. 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>Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading.</p>
Strand 2 - Comprehension Skills	
5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	<p>5.Fig.19 Reading/Comprehension Skills Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p>
Strand 3 - Response Skills	
5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.	



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New 2017	Current 2008
Strand 4 - Multiple Genres	
5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
	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.
	Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
	Reading/Comprehension of Informational Text/Persuasive Text Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.



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New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
<p>5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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.</p>	<p>Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Literary Nonfiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Expository Text Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Informational Text/Persuasive Text Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.</p>
	<p>Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.</p>
	<p>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.</p>



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New 2017	Current 2008
Strand 6 - Composition	
5.11 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.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	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.
	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
	Oral and Written Conventions/Spelling Students spell correctly.
5.12 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.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	Writing Students write about their own experiences.
	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.
	Writing/Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
Strand 7 - Inquiry and Research	
5.13 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.	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
	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.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information.
	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 oral presentation.



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The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

5.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:				
Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.1(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments	5.27(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective		Removed <ul style="list-style-type: none"> speakers purpose perspective Added <ul style="list-style-type: none"> pertinent comments
	5.1(B) follow, restate, and give oral instructions that include multiple action steps	5.27(B) follow, restate, and give oral instructions that include multiple action steps		
	5.1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	5.28(A) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively		
	5.1(D) work collaboratively with others to develop a plan of shared responsibilities	5.29(A) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	Changed <ul style="list-style-type: none"> participate to work 	Removed <ul style="list-style-type: none"> points of agreement and disagreement Added <ul style="list-style-type: none"> plan of responsibilities
5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:				
Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.2(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including/t/ to /sh/ such as in select and selection and/k/ to /sh/ such as music and musician			Note Decoding continues from grade 3.






5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables			Note Decoding continues from grade 3.
	5.2(A) demonstrate and apply phonetic knowledge by: (iii) decoding words using advanced knowledge of syllable division patterns			Note Decoding continues from grade 3.
	5.2(A) demonstrate and apply phonetic knowledge by: (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words			Note Decoding continues from grade 3.
	5.2(A) demonstrate and apply phonetic knowledge by: (v) identifying and reading high-frequency words from a research-based list			This student expectation moved to grade 5 from grade 2.
	5.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables			This student expectation moved to grade 5 from grades 3 and 4.
	5.2(B) demonstrate and apply spelling knowledge by: (ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician	5.22(A) SUPPORTING STANDARD spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician)		



5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.2(B) demonstrate and apply spelling knowledge by: (iii) spelling multisyllabic words with multiple sound-spelling patterns			
	5.2(B) demonstrate and apply spelling knowledge by: (iv) spelling words using advanced knowledge of syllable division patterns			
	5.2(B) demonstrate and apply spelling knowledge by: (v) spelling words using knowledge of prefixes	5.22(B) SUPPORTING STANDARD spell words with: (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist)	Added • demonstrate • apply	Removed • Greek
	5.2(B) demonstrate and apply spelling knowledge by: (vi) 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	5.22(B) SUPPORTING STANDARD spell words with: (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist)		Removed • Greek Note Dropping e, changing y to i and doubling final consonants moved to grade 5 from grade 3.
	5.2(C) write legibly in cursive			This student expectation moved to grade 5 from grade 3.

5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.3(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	5.2(E) READINESS STANDARD 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		Changed • electronic to digital Removed • resource specificity • alternate word choice Added • word origin



5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	5.2(B) READINESS STANDARD use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words		Removed • in-sentence restatement Added • relevant
	5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	5.2(A) READINESS STANDARD determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Changed • determine to identify Added • use	Removed • Latin, Greek, other linguistic roots and affixes Added • trans-, super-, -ive, and -logy and roots such as geo and photo
	5.3(D) identify, use, and explain the meaning of adages and puns	5.2(D) identify and explain the meaning of common idioms, adages, and other sayings	Added • use	Removed • idioms • other sayings Added • puns

5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	5.1(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension		Changed • stories to text • expression and phrasing to prosody Removed • read aloud Impact Students use the skill of fluency in both silent and oral reading.



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5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.5(A) self-select text and read independently for a sustained period of time	5.9(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)		Impact Sustained period of time requires focused, uninterrupted reading.

5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.6(A) establish purpose for reading assigned and self-selected texts	5.Fig.19(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension		Added • assigned texts
	5.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	5.Fig.19(B) ask literal, interpretive, and evaluative questions of text		Added • before, during, and after reading Removed • literal, interpretive, evaluative, questions Impact Students use questioning as a tool to support comprehension instead of a focus on levels of questioning.
	5.6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	5.11(D) READINESS STANDARD use text features and graphics to gain an overview of the contents of text and to locate information	Changed • gain an overview to make, correct, and confirm predictions	Added • characteristics of genre • structures
	5.6(D) create mental images to deepen understanding	5.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	Removed • monitor and adjust	Added • deepen comprehension



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5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.6(E) make connections to personal experiences, ideas in other texts, and society	5.Fig.19(F) READINESS STANDARD make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence		Added <ul style="list-style-type: none"> personal experiences ideas in other texts society Impact Students make connections as a tool to support comprehension. The focus will be on the three types of connections and not just text to text.
	5.6(F) make inferences and use evidence to support understanding	5.Fig.19(D) READINESS STANDARD make inferences about text using textual evidence to support understanding		
	5.6(G) evaluate details read to determine key ideas			
	5.6(H) synthesize information to create new understanding	5.Fig.19(E) READINESS & SUPPORTING summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts 5.11(E) READINESS STANDARD synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	Removed <ul style="list-style-type: none"> summarize paraphrase Added <ul style="list-style-type: none"> synthesis create new understanding 	Impact Students use synthesis as a tool to deepen comprehension.
	5.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	5.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)		Removed <ul style="list-style-type: none"> sensory images Added <ul style="list-style-type: none"> annotating



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5.7 Response skills: listening, speaking, reading, and writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.7(A) describe personal connections to a variety of sources, including self-selected texts		Impact Students will describe their reflective thinking both orally and through written response.	Impact Written responses are not required to be an entire essay but may include notetaking, annotating, freewriting, illustrations, etc.
	5.7(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources		Added • compare ideas across a variety of sources	Impact Written responses are not required to be an entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	5.7(C) use text evidence to support an appropriate response		Impact Students will communicate both orally and through written response.	Impact Written responses are not required to be the entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	5.7(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	5.9(A) 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)	Removed • read independently Added • retell • summarize	Removed • sustained period of time Impact The focus of summary/paraphrase is to capture the overall meaning of the text.
	5.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating			
	5.7(F) respond using newly acquired vocabulary as appropriate		Impact Students will respond through both oral and written methods.	Impact Student responses will include vocabulary from their reading, word study, and other academic vocabulary specific to the task and/or genre.
	5.7(G) discuss specific ideas in the text that are important to the meaning			Impact Students will respond both orally and in written formats.



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5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.8(A) infer multiple themes within a text using text evidence			This student expectation moved to grade 5 from grade 7.
	5.8(B) analyze the relationships of and conflicts among the characters	5.6(B) READINESS STANDARD explain the roles and functions of characters in various plots, including their relationships and conflicts	Removed • explain Added • analyze	Removed • roles • functions
	5.8(C) analyze plot elements, including rising action, climax, falling action, and resolution			This student expectation moved to grade 5 from grade 6.
	5.8(D) analyze the influence of the setting, including historical and cultural settings, on the plot	5.3(C) SUPPORTING STANDARD explain the effect of a historical event or movement on the theme of a work of fiction	Removed • explain Added • analyze	Changed • effect to influence • historical event or movement to historical and cultural setting Removed • theme • fiction Added • plot

5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales			Folktales, fables, legends, and myths moved to grade 5 from grades K-3.



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5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.9(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	5.4(A) SUPPORTING STANDARD analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	Removed • analyze Added • explain • distinguish	Added • figurative language • poet versus speaker • variety of poetic forms
	5.9(C) explain structure in drama such as character tags, acts, scenes, and stage directions			This student expectation moved to grade 5 from grade 4.
	5.9(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	5.11(A) READINESS STANDARD summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	Removed • summarize Added • recognize	Changed • main idea to central idea Removed • maintain meaning • logical order
	5.9(D) recognize characteristics and structures of informational text, including: (ii) features such as insets, timelines, and sidebars to support understanding			
	5.9(D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as logical order and order of importance	5.11(C) READINESS STANDARD 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	Removed • analyze Added • recognize	Removed • influence among ideas Added • logical order • order of importance
	5.9(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim	5.12(A) SUPPORTING STANDARD identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument		Changed • author's point of view and position to stated claim Note Relationship among ideas is addressed in 5.9E(ii).
	5.9(E) recognize characteristics and structures of argumentative text by: (ii) explaining how the author has used facts for or against an argument	5.12(A) SUPPORTING STANDARD identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument		Changed • basic relationships among ideas to how authors used facts Note Author's point of view and position is addressed in 5.9E(i).



5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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:


Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.9(E) recognize characteristics and structures of argumentative text by: (iii) identifying the intended audience or reader			
	5.9(F) recognize characteristics of multimodal and digital texts	5.14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news) 5.14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news)	Removed • explain • consider	Impact All multimodal and digital text will be analyzed on its universal and unique characteristics. Note Multimodal: how linguistics, visuals, sounds, etc., work individually and together to communicate meaning. Multimodal could include media.

5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.10(A) explain the author's purpose and message within a text	5.10(A) SUPPORTING STANDARD draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	Removed • draw conclusions • evaluate Added • explain	Impact The focus is on the author's purpose and message instead of how well the author achieved the purpose.
	5.10(B) analyze how the use of text structure contributes to the author's purpose	5.11(C) READINESS STANDARD 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		Changed • organizational pattern to text structure • influence to contribute Removed • relationships among ideas Added • author's purpose




5.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.10(C) analyze the author's use of print and graphic features to achieve specific purposes	5.13(B) SUPPORTING STANDARD interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams		Removed <ul style="list-style-type: none"> factual information quantitative information specificity of graphics Impact The focus is understanding how print and graphic features work together to create purpose.
	5.10(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes	5.8(A) READINESS STANDARD evaluate the impact of sensory details, imagery, and figurative language in literary text 5.7(A) SUPPORTING STANDARD identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life	Removed <ul style="list-style-type: none"> evaluate identify Added <ul style="list-style-type: none"> describe 	Changed <ul style="list-style-type: none"> impact to achieves Removed <ul style="list-style-type: none"> limitation to only autobiographies and biographies Added <ul style="list-style-type: none"> simile metaphor sound devices
	5.10(E) identify and understand the use of literary devices, including first- or third-person point of view	5.6(C) SUPPORTING STANDARD explain the different forms of third-person points of view in stories	Changed <ul style="list-style-type: none"> explain to identify and understand 	Removed <ul style="list-style-type: none"> forms of third person point of view Added <ul style="list-style-type: none"> first person Note Point of view is considered a literary device.
	5.10(F) examine how the author's use of language contributes to voice			
	5.10(G) explain the purpose of hyperbole, stereotyping, and anecdote	5.12(B) SUPPORTING STANDARD recognize exaggerated, contradictory, or misleading statements in text	Removed <ul style="list-style-type: none"> recognize Added <ul style="list-style-type: none"> explain 	Changed <ul style="list-style-type: none"> exaggeration to hyperbole Removed <ul style="list-style-type: none"> contradictory misleading statements Added <ul style="list-style-type: none"> stereotyping anecdote



5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(A) 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	5.15(A) SUPPORTING STANDARD 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		Removed <ul style="list-style-type: none"> develop a thesis or controlling idea interviews Impact The focus is generating ideas/thoughts.
	5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion	5.15(B) READINESS STANDARD 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		Changed <ul style="list-style-type: none"> organizational strategy to purposeful structure Removed <ul style="list-style-type: none"> sequence of events cause-effect compare-contrast Added <ul style="list-style-type: none"> introduction transitions conclusion Impact The focus is developing drafts with appropriate purpose and format.
	5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details			Note Transition relates to the flow of the draft.



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5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	5.15(C) READINESS STANDARD 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		Removed <ul style="list-style-type: none"> • sentence types • transitions Impact Students are expected to revise drafts focusing on the individual designs of writing.
	5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	5.15(D) READINESS STANDARD edit drafts for grammar, mechanics, and spelling 5.20(B) SUPPORTING STANDARD use the complete subject and the complete predicate in a sentence 5.20(C) READINESS STANDARD use complete simple and compound sentences with correct subject-verb agreement		Changed <ul style="list-style-type: none"> • grammar, mechanics, and spelling to standard English conventions Added <ul style="list-style-type: none"> • avoid splices • avoid run-ons • avoid fragments • subject-verb agreement
	5.11(D) edit drafts using standard English conventions, including: (ii) past tense of irregular verbs	5.20(A) READINESS STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs and active voice)		Removed <ul style="list-style-type: none"> • active voice Added <ul style="list-style-type: none"> • past tense



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5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(D) edit drafts using standard English conventions, including: (iii) collective nouns	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (ii) collective nouns (e.g., class, public)		
	5.11(D) edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)		
	5.11(D) edit drafts using standard English conventions, including: (v) conjunctive adverbs	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)		Added • conjunctive
	5.11(D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases and their influence on subject-verb agreement	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details		Added • influence on subject-verb agreement



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5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(D) edit drafts using standard English conventions, including: (vii) pronouns, including indefinite	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vi) indefinite pronouns (e.g., all, both, nothing, anything)		
	5.11(D) edit drafts using standard English conventions, including: (viii) subordinating conjunctions to form complex sentences	5.20(A) SUPPORTING STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) subordinating conjunctions (e.g., while, because, although, if)		Added • to form complex sentences
	5.11(D) edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations	5.21(A) READINESS STANDARD use capitalization for: (i) abbreviations (ii) initials and acronyms (iii) organizations		
	5.11(D) edit drafts using standard English conventions, including: (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis	5.21(B) READINESS STANDARD recognize and use punctuation marks including: (i) commas in compound sentences (ii) proper punctuation and spacing for quotations 5.21(C) SUPPORTING STANDARD use proper mechanics including italics and underlining for titles and emphasis		Added • commas in complex sentences • quotation marks in dialogue



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5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	<p>5.22(A) SUPPORTING STANDARD</p> <p>spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician)</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal)</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation)</p> <p>5.22(B) SUPPORTING STANDARD</p> <p>spell words with:</p> <p>(i) Greek roots (e.g., tele, photo, graph, meter)</p> <p>(ii) Latin roots (e.g., spec, scribe, rupt, port, ject, dict)</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist)</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence)</p> <p>5.22(C) SUPPORTING STANDARD</p> <p>differentiate between commonly confused terms (e.g., its, it's, affect, effect)</p> <p>5.22(D) READINESS STANDARD</p> <p>use spelling patterns and rules and print and electronic resources to determine and check correct spellings</p> <p>5.22(E) SUPPORTING STANDARD</p> <p>know how to use the spellcheck function in word processing while understanding its limitations</p>		<p>Removed</p> <ul style="list-style-type: none"> specificity of orthographic patterns and rules specificity of root words and suffixes <p>Added</p> <ul style="list-style-type: none"> high frequency words <p>Note</p> <p>Using resources to determine-check-correct spelling is an editing tool.</p>



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5.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.11(E) publish written work for appropriate audiences	5.15(E) SUPPORTING STANDARD revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences		Impact The focus is publishing.

5.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.12(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	5.16(A) SUPPORTING STANDARD write an imaginative story that: (i) clearly defined focus, plot, and point of view (ii) a specific, believable setting created through the use of sensory details (iii) dialogue that develops the story 5.16(B) SUPPORTING STANDARD write a poem using: (i) poetic techniques (e.g., alliteration, onomatopoeia) (ii) figurative language (e.g., similes, metaphors) (iii) graphic elements (e.g., capital letters, line length) 5.17(A) SUPPORTING STANDARD write a personal narrative that conveys thoughts and feelings about an experience		Removed <ul style="list-style-type: none"> specificity Added <ul style="list-style-type: none"> genre characteristics craft Note Specific writing expectations are included in the writing process student expectation 5.11 and author's craft 5.10.



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5.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	5.18(A) READINESS STANDARD write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs (ii) guide and inform the reader's understanding of key ideas and evidence (iii) include specific facts, details, and examples in an appropriately organized structure (iv) use a variety of sentence structures and transitions to link paragraphs		Changed <ul style="list-style-type: none"> multi-paragraph essay to composition Removed <ul style="list-style-type: none"> specificity Added <ul style="list-style-type: none"> genre characteristics craft clear central idea Note Specific writing expectations are included in the writing process student expectation 5.11 and author's craft 5.10.
	5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	5.19(A) SUPPORTING STANDARD write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives		Removed <ul style="list-style-type: none"> specificity Added <ul style="list-style-type: none"> genre characteristics craft Note Specific writing expectations are included in the writing process student expectation 5.11 and author's craft 5.10.
	5.12(D) compose correspondence that requests information	5.18(B) SUPPORTING STANDARD 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)		Removed <ul style="list-style-type: none"> sense of closure appropriate conventions Note Specific writing expectations are included in the writing process student expectation 5.11 and author's craft 5.10.



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5.13 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.13(A) generate and clarify questions on a topic for formal and informal inquiry	5.23(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic		Removed <ul style="list-style-type: none"> question generation specificity Added <ul style="list-style-type: none"> formal inquiry informal inquiry
	5.13(B) develop and follow a research plan with adult assistance	5.23(B) generate a research plan for gathering relevant information about the major research question	Changed <ul style="list-style-type: none"> generate to develop Added <ul style="list-style-type: none"> follow 	Removed <ul style="list-style-type: none"> major research question Added <ul style="list-style-type: none"> with adult assistance
	5.13(C) identify and gather relevant information from a variety of sources	5.24(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts	Changed <ul style="list-style-type: none"> follow to identify and gather 	Removed <ul style="list-style-type: none"> explicit list of possible resources
	5.13(D) understand credibility of primary and secondary sources	5.24(B) differentiate between primary and secondary sources 5.25(B) evaluate the relevance, validity, and reliability of sources for the research	Changed <ul style="list-style-type: none"> differentiate to understand 	Changed <ul style="list-style-type: none"> relevance, validity, reliability to credibility
	5.13(E) demonstrate understanding of information gathered	5.24(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes 5.26(A) compile important information from multiple sources	Changed <ul style="list-style-type: none"> compile and convert to demonstrate Added <ul style="list-style-type: none"> demonstrate understanding 	Removed <ul style="list-style-type: none"> record graphic/visual data written notes



5.13 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	5.13(F) differentiate between paraphrasing and plagiarism when using source materials	5.24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources		
	5.13(G) develop a bibliography	5.24(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format 5.26(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources. (e.g., bibliography, works cited).		Removed <ul style="list-style-type: none"> specificity for citations
	5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	5.26(C) present the findings in a consistent format		Changed <ul style="list-style-type: none"> consistent format to appropriate mode of delivery Added <ul style="list-style-type: none"> written oral multimodal



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The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

Reading/Vocabulary Development

Students understand new vocabulary and use it when reading and writing.



5.2(C) produce analogies with known antonyms and synonyms

Reading/Comprehension of Literary Text/Theme and Genre

Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:



5.3(A) SUPPORTING STANDARD

compare and contrast the themes or moral lessons of several works of fiction from various cultures



5.3(B) SUPPORTING STANDARD

describe the phenomena explained in origin myths from various cultures

Reading/Comprehension of Literary Text/Drama

Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:



5.5(A) analyze the similarities and differences between an original text and its dramatic adaptation

Reading/Comprehension of Literary Text/Fiction

Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.



5.6(A) READINESS STANDARD

describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events

Reading/Comprehension of Informational Text/Expository Text

Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.



5.11(B) SUPPORTING STANDARD

determine the facts in text and verify them through established methods



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Reading/Comprehension of Informational Text/Procedural Text

Students understand how to glean and use information in procedural texts and documents.

**5.13(A) SUPPORTING STANDARD**

interpret details from procedural text to complete a task, solve a problem, or perform procedures

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.

**5.14(C) SUPPORTING STANDARD**

identify the point of view of media presentations



5.14(D) various digital media venues for levels of formality and informality

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.

**5.13(A) SUPPORTING STANDARD**

interpret details from procedural text to complete a task, solve a problem, or perform procedures

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.

**5.20(A) SUPPORTING STANDARD**understand and use the following parts of speech in the context of reading, writing, and speaking:
(viii) transitional words (e.g., also, therefore)**Research/Synthesizing Information**

Students clarify research questions and evaluate and synthesize collected information.



5.25(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions



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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 oral presentation.



5.26(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions

Listening and Speaking/Listening

Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.



5.26(C) paraphrase the major ideas and supporting evidence in formal and informal presentations



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