

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(a) Introduction.</b></p> <p><b>(1)</b> The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p>	<p><b>(a) Introduction.</b></p> <p><b>(1)</b> The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p><b>(2)</b> The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>	<p>The revised TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive. The standards also emphasize that spelling and reading are reciprocal skills.</p>
	<p><b>(3)</b> Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>	<p>Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.</p>
<p><b>(2)</b> For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>		

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<p><b>(2)(A)</b> English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>		
<p><b>(2)(B)</b> For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p><b>(4)</b> English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>The revised standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p><b>(2)(C)</b> During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>		
<p><b>(3)</b> To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.</p>		

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<p><b>(4)</b> To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>		
	<p><b>(5)</b> Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>	<p>This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>
	<p><b>(6)</b> Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p>	<p>There is an emphasis on the role of oral language proficiency as it relates to student success at school.</p>
	<p><b>(7)</b> Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

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<b>(b) Knowledge and skills.</b>	<b>(b) Knowledge and skills.</b>	
<b>(1) Reading/Fluency.</b> Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	<b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	
<b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to: <b>(A)</b> determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to: <b>(C)</b> determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>omni</i> , <i>log/logue</i> , <i>gen</i> , <i>vid/vis</i> , <i>phil</i> , <i>luc</i> , and <i>sens/sent</i> .	
<b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to: <b>(B)</b> use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to: <b>(B)</b> use context such as contrast or cause and effect to clarify the meaning of words; and	
<b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to: <b>(C)</b> complete analogies that describe part to whole or whole to part;		
<b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to: <b>(D)</b> identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i> ); and		
<b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to: <b>(E)</b> use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	<b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to: <b>(A)</b> use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	
<b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: <b>(A)</b> describe multiple themes in a work of fiction;	<b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: <b>(A)</b> infer multiple themes within and across texts using text evidence;	The cognitive complexity of this SE requires students to infer multiple themes across a variety of texts.

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<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(B)</b> describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and</p>		
<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(C)</b> analyze how place and time influence the theme or message of a literary work.</p>		
<p><b>(4) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(B)</b> analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;</p>	This SE has been expanded to include rhyme scheme and meter.
<p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(C)</b> analyze how playwrights develop characters through dialogue and staging;</p>	The cognitive complexity of this SE requires the student to analyze.
<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> explain the influence of the setting on plot development;</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> analyze how the setting influences character and plot development.</p>	The cognitive complexity of this SE requires the student to analyze.

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<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> analyze how characters' qualities influence events and resolution of the conflict;</p>	
<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(E)</b> identify the use of literary devices, including subjective and objective point of view;</p>	<p>This SE has been expanded to also include the use of literary devices. The cognitive complexity of this SE also requires the student to apply knowledge to develop their own products and performances.</p>
<p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p>		<p>Although literary nonfiction is not specifically referenced in the revised TEKS, instruction is encompassed in Knowledge and Skill 8, multiple genres--genres.</p>
<p><b>(8) Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(D)</b> describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p> <p><b>(F)</b> analyze how the author's use of language contributes to mood, voice, and tone; and</p>	<p>The cognitive complexity of this SE requires the student to apply knowledge to develop their own products and performances.</p>
<p><b>(9) Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text;</p>	<p>The cognitive complexity of this SE requires the student to apply knowledge to develop their own products and performances.</p>

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<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details read to determine key ideas;</p>	
<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> distinguish factual claims from commonplace assertions and opinions;</p>		
<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> analyze characteristics and structural elements of informational text, including:</p> <p><b>(iii)</b> organizational patterns that support multiple topics, categories, and subcategories;</p>	
<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(H)</b> synthesize information to create new understanding; and</p>	
<p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(A)</b> analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and</p>		<p>Persuasive text is not referenced in the revised TEKS. However, argumentative text is included in SEs 8(E)(i)-(iii).</p>

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<p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(B)</b> identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(G)</b> explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.</p>	<p>Persuasive text is not referenced in the revised TEKS. However, argumentative text is included in SEs 8(E)(i)-(iii).</p>
<p><b>(12) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and</p>		
<p><b>(12) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> explain the function of the graphical components of a text.</p>	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>The cognitive complexity of this SE now requires the student to analyze.</p>
<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(A)</b> interpret both explicit and implicit messages in various forms of media;</p>		
<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(B)</b> interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p>		

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<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(C)</b> evaluate various ways media influences and informs audiences; and</p>		
<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(D)</b> assess the correct level of formality and tone for successful participation in various digital media.</p>		
<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(A)</b> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(A)</b> plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p>	
<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <p><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	
<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(C)</b> 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><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(C)</b> revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	

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<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p><b>(ii)</b> consistent, appropriate use of verb tenses;</p> <p><b>(iii)</b> conjunctive adverbs;</p> <p><b>(iv)</b> prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p><b>(v)</b> pronoun-antecedent agreement;</p> <p><b>(vi)</b> subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</p> <p><b>(vii)</b> correct capitalization;</p> <p><b>(viii)</b> punctuation, including commas to set off words, phrases, and clauses, and semicolons; and</p> <p><b>(ix)</b> correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p>The revised TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(E)</b> publish written work for appropriate audiences.</p>	
<p><b>(15) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write an imaginative story that:</p> <p><b>(i)</b> sustains reader interest;</p> <p><b>(ii)</b> includes well-paced action and an engaging story line;</p> <p><b>(iii)</b> creates a specific, believable setting through the use of sensory details;</p> <p><b>(iv)</b> develops interesting characters; and</p> <p><b>(v)</b> uses a range of literary strategies and devices to enhance the style and tone; and</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	
<p><b>(15) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(B)</b> write a poem using:</p> <p><b>(i)</b> poetic techniques (e.g., rhyme scheme, meter);</p> <p><b>(ii)</b> figurative language (e.g., personification, idioms, hyperbole); and</p> <p><b>(iii)</b> graphic elements (e.g., word position).</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(16) Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:  <b>(A)</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	
<p><b>(17) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  <b>(A)</b> write a multi-paragraph essay to convey information about a topic that:  <b>(i)</b> presents effective introductions and concluding paragraphs;  <b>(ii)</b> contains a clearly stated purpose or controlling idea;  <b>(iii)</b> is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;  <b>(iv)</b> accurately synthesizes ideas from several sources; and  <b>(v)</b> uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:  <b>(B)</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>	Although procedural texts are not specifically mentioned in the revised TEKS, composition of informational text is included.
<p><b>(17) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  <b>(B)</b> write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:  <b>(D)</b> compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	Although procedural texts are not specifically mentioned in the revised TEKS, composition of correspondence (letters) is included.
<p><b>(17) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  <b>(C)</b> write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and</p>	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:  <b>(B)</b> write responses that demonstrate understanding of texts, including comparing sources within and across genres;  <b>(C)</b> use text evidence to support an appropriate response;</p>	
<p><b>(17) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:  <b>(D)</b> produce a multimedia presentation involving text and graphics using available technology.</p>		
<p><b>(18) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:  <b>(A)</b> establishes a clear thesis or position;</p>		

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(18) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p><b>(B)</b> considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p>		
<p><b>(18) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:</p> <p><b>(C)</b> includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</p>		
<p><b>(19) Oral and Written Conventions/Conventions.</b> 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>(A)</b> identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>(i)</b> verbs (perfect and progressive tenses) and participles;</p> <p><b>(iv)</b> conjunctive adverbs (e.g., consequently, furthermore, indeed);</p> <p><b>(v)</b> prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p><b>(vii)</b> subordinating conjunctions (e.g., because, since); and</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(ii)</b> consistent, appropriate use of verb tenses;</p> <p><b>(iii)</b> conjunctive adverbs;</p> <p><b>(iv)</b> prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p><b>(vi)</b> subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</p>	The revised TEKS are at application level with editing included.
<p><b>(19) Oral and Written Conventions/Conventions.</b> 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>(A)</b> identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>(ii)</b> appositive phrases;</p> <p><b>(iii)</b> adverbial and adjectival phrase(vi) relative pronouns (e.g., whose, that, which);</p>		
<p><b>(19) Oral and Written Conventions/Conventions.</b> 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>(A)</b> identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>(viii)</b> transitions for sentence to sentence or paragraph to paragraph coherence;</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing by:</p> <p><b>(i)</b> organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	The revised TEKS address oral and written conventions by requiring students to apply the skills by writing and editing drafts.

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(19) Oral and Written Conventions/Conventions.</b> 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>(B)</b> write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p>The revised TEKS address oral and written conventions by requiring students to apply the skills by writing and editing drafts.</p>
<p><b>(19) Oral and Written Conventions/Conventions.</b> 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>(C)</b> 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><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(i)</b> complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p><b>(ii)</b> consistent, appropriate use of verb tenses;</p> <p><b>(v)</b> pronoun-antecedent agreement;</p>	<p>The revised TEKS address oral and written conventions by requiring students to apply the skills by writing and editing drafts.</p>
<p><b>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(A)</b> use conventions of capitalization; and</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(vii)</b> correct capitalization;</p>	<p>The revised TEKS address oral and written conventions by requiring students to apply the skills by writing and editing drafts.</p>
<p><b>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> recognize and use punctuation marks including:</p> <p><b>(i)</b> commas after introductory words, phrases, and clauses; and</p> <p><b>(ii)</b> semicolons, colons, and hyphens.</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(viii)</b> punctuation, including commas to set off words, phrases, and clauses, and semicolons; and</p>	<p>The revised TEKS address oral and written conventions by requiring students to apply the skills by writing and editing drafts.</p>
<p><b>(21) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard English conventions, including:</p> <p><b>(ix)</b> correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p>The revised TEKS require students to apply their knowledge of spelling by writing and editing drafts.</p>

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(22) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p>This SE now specifies student-selected and teacher-guided questions for formal and informal inquiry.</p>
<p><b>(22) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> 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><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> develop and revise a plan;</p>	
<p><b>(23) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(A)</b> follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> identify and gather relevant information from a variety of sources;</p>	
<p><b>(23) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(B)</b> categorize information thematically in order to see the larger constructs inherent in the information;</p>		
<p><b>(23) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(C)</b> record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(I)</b> display academic citations and use source materials ethically; and</p>	<p>This SE has been expanded to include the ethical use of source materials.</p>
<p><b>(23) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(D)</b> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(G)</b> differentiate between paraphrasing and plagiarism when using source materials;</p>	

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(24) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(A)</b> narrow or broaden the major research question, if necessary, based on further research and investigation; and</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	
<p><b>(24) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(B)</b> utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> examine sources for:</p> <p><b>(i)</b> reliability, credibility, and bias; and</p>	This SE has been expanded to include credibility and bias.
<p><b>(25) Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p><b>(A)</b> draws conclusions and summarizes or paraphrases the findings in a systematic way;</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	The cognitive complexity of this SE now requires the student to synthesize.
<p><b>(25) Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p><b>(B)</b> marshals evidence to explain the topic and gives relevant reasons for conclusions;</p>		
<p><b>(25) Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p><b>(C)</b> presents the findings in a meaningful format; and</p>	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(J)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	Multimodal presentations include more than one method of delivery.
<p><b>(25) Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p><b>(D)</b> follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p>		

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>(26) Listening and Speaking/Listening.</b> 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><b>(A)</b> listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> listen actively to interpret a message and ask clarifying questions that build on others' ideas;</p>	
<p><b>(26) Listening and Speaking/Listening.</b> 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><b>(B)</b> follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	
<p><b>(26) Listening and Speaking/Listening.</b> 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><b>(C)</b> draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p>		
<p><b>(27) Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(C)</b> present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(H)</b> respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</p>	
<p><b>(28) Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> engage in meaningful discourse and provide and accept constructive feedback from others.</p>	

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<b>Figure 19: Reading/Comprehension Skills.</b>		
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(A)</b> establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected text;</p>	<p>Specificity has been added to include student-selected text.</p>
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(B)</b> ask literal, interpretive, evaluative, and universal questions of text;</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>This SE focuses on the timing of questions (i.e. before, during, and after) but does not specify the types of questions that the reader will ask.</p>
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(C)</b> reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(D)</b> create mental images to deepen understanding;</p> <p><b>(H)</b> synthesize information to create new understanding; and</p> <p><b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(D)</b> make complex inferences about text and use textual evidence to support understanding;</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding;</p>	
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(E)</b> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p>	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	

## Grade 7 Side-by-Side TEKS Comparison

Current TEKS (2009 2010)	Revised TEKS (2019 2020)	Notes
<p><b>Figure 19: Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p><b>(F)</b> make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources, including self-selected texts;</p>	
	<b>New TEKS</b>	
	<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	
	<p><b>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	
	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	
	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using newly acquired vocabulary as appropriate;</p>	

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	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(G)</b> discuss and write about the explicit or implicit meanings of text;</p>	
	<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(I)</b> reflect on and adjust responses as new evidence is presented.</p>	
	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and</p>	
	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(A)</b> demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;</p>	
	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> analyze characteristics and structural elements of informational text, including:</p> <p><b>(i)</b> the controlling idea or thesis with supporting evidence;</p> <p><b>(ii)</b> features such as references or acknowledgements; and</p>	

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	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(E)</b> analyze characteristics and structures of argumentative text by:</p> <p><b>(i)</b> identifying the claim;</p> <p><b>(ii)</b> explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and</p> <p><b>(iii)</b> identifying the intended audience or reader; and</p>	
	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(F)</b> analyze characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one genre within a single text.
	<p><b>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(B)</b> analyze how the use of text structure contributes to the author's purpose;</p>	
	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	
	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> differentiate between primary and secondary sources;</p>	

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	<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> examine sources for:</p> <p><b>(ii)</b> faulty reasoning such as hyperbole, emotional appeals, and stereotype;</p>	