

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<b>(a) Introduction</b>	<b>(a) Introduction</b>	
<p><b>(1)</b> The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English. The Spanish Language Arts and Reading 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 Spanish 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 fourth 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, write, and be read to on a daily basis.</p>	<p><b>(1)</b> The Spanish language arts and reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy; they are neither translations nor modifications of the English language arts TEKS. The Spanish language arts and reading 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. They 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 Spanish 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, and 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>(4)</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>

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<p><b>(2)</b> Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier &amp; Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, &amp; Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and progress rapidly in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.</p>		
<p><b>(2)(A)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	<p><b>(3)</b> Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English sight words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.</p>	
<p><b>(2)(B)</b> Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August &amp; Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.</p>	<p><b>(5)</b> Research consistently shows that language and literacy development in the student's native language not only facilitates learning English and English literacy, but is foundational to cognitive development and learning (Cummins, 2001; Thomas &amp; Collier, 2002; Coelho, 2001). Emergent bilinguals (Sparrow et al., 2014; Slavin &amp; Cheving, 2013) are students who are in the process of acquiring two or more linguistic codes, becoming bilingual, biliterate, and bicultural. Emergent bilinguals are often defined by their perceived deficits (semilinguals) (Escamilla, 2012)...</p>	

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<p><b>(2)(C)</b> The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, &amp; Carlo, 2000; Slavin &amp; Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.</p>	<p>(5) Continued... However, research has shown that bilinguals develop a unique interdependent system (Escamilla et al. 2007; Grosjean, 1989; Valdes and Figueroa, 1994) in which languages interconnect to increase linguistic functionality. This linguistic interdependence of language acquisition facilitates a transfer of literacy skills from the primary language (L1) to the second language (L2) (August &amp; Shanahan, 2006; Bialystok, 2007; Miramontes, et al., 1997). The strength of learning through formal instruction in Spanish determines the extent of transfer to English (August, Calderon, &amp; Carlo, 2002; Slavin &amp; Calderon, 2001; Garcia, 2001). For transfer to be maximized, cross-linguistic connections between the two languages must be explicitly taught while students engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Continued strong literacy development in Spanish provides the foundation and scaffold for literacy development given that a Common Underlying Proficiency (CUP) exists between the two languages (Cummins, 1991)...</p>	
<p><b>(2)(D)</b> The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) co-exist with flexibility. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages. This is reliant on the type of bilingual program model being used (See Texas Education Code, §29.066).</p>	<p>(5) Continued... Consequently, direct and systematic instruction (Genesee et al., 2005) in the appropriate sequence of Spanish skills with early English as a second language-based literacy instruction is critical to student success. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages (Escamilla et. al., 2014). The extent to which English and Spanish are used is reliant on the type of bilingual program model being used (see Texas Education Code, §29.066).</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 4 as described in subsection (b) of this section.</p>		
<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>		

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	<p><b>(6)</b> English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. 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 oral and written discourse so that it is meaningful.</p>	<p>The revised standards focus on the importance of encouraging English Learners (ELs) students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
	<p><b>(7)</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>(8)</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>(9)</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>	
<b>(b) Knowledge and Skills.</b>	<b>(b) Knowledge and Skills.</b>	

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<p><b>(1) Reading/Fluency.</b> Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with accuracy, expression, appropriate phrasing, and comprehension.</p>	<p><b>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	
<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> determine the meaning of grade-level academic Spanish words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</b> The student is expected to:</p> <p><b>(C)</b> identify the meaning of and use base words with affixes, including mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele;</p>	<p>This SE is no longer limited to Latin and Greek roots and affixes.</p>
<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;</p>	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</b> The student is expected to:</p> <p><b>(B)</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	
<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:___ or girl:woman as boy:___);</p>		
<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(D)</b> identify the meaning of common idioms; and</p>		
<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> use a dictionary or glossary to determine the meanings, spelling, and syllabication of unknown words.</p>	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.</b> The student is expected to:</p> <p><b>(A)</b> use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p>Specificity has been added to include the use of digital resources.</p>

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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>(A)</b> summarize and explain the lesson or message of a work of fiction as its theme; and</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> infer basic themes supported by text evidence;</p>	<p>Students infer theme and support their inference with text evidence. In doing so they may explain the lesson or message and how that impacts the theme of a work.</p>
<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(B)</b> compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).</p>		<p>Instruction of poetry is encompassed in SEs 9(B) and 12(A).</p>
<p><b>(5) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.</p>	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(C)</b> explain structure in drama such as character tags, acts, scenes, and stage directions;</p>	
<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> sequence and summarize the plot's main events and explain their influence on future events;</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> analyze plot elements, including the rising action, climax, falling action, and resolution; and</p>	<p>The cognitive complexity of this SE now requires the student to analyze.</p>

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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> describe the interaction of characters including their relationships and the changes they undergo; and</p>	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> explain the interactions of the characters and the changes they undergo;</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> identify whether the narrator or speaker of a story is first or third person.</p>	<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(E)</b> identify and understand the use of literary devices, including first- or third-person point of view;</p>	This SE has been expanded to also include the use of literary devices.
<p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p>		Although literary nonfiction is not specifically referenced in the revised TEKS, instruction is encompassed in Knowledge and Skill 9, multiple genres.

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<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 identify the author's use of similes and metaphors to produce imagery.</p>	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(B)</b> explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(D)</b> describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p>	<p>Note that this SE requires a connection between the use of language and sound devices and the author's purpose.</p>
<p><b>(9) Reading/Comprehension of Text/Independent Reading.</b> Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</p>	<p><b>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>Specificity has been added to include independent reading with student-selected texts.</p>
<p><b>(10) Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.</p>		

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<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> summarize the main idea and supporting details in text in ways that maintain meaning;</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details read to determine key ideas;</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>The cognitive complexity of this SE now requires the student to evaluate details.</p>
<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> distinguish fact from opinion in a text and explain how to verify what is a fact;</p>		
<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and</p>	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(iii)</b> organizational patterns such as compare and contrast;</p>	
<p><b>(11) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.</p>	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(ii)</b> features such as pronunciation guides and diagrams to support understanding; and</p>	<p>This SE is no longer limited to using text features to gain an overview or to locate information.</p>
<p><b>(12) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.</p>		<p>Persuasive text is not referenced in the revised TEKS. However, instruction of argumentative text is included in SEs 9(E)(i)-(iii).</p>

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<p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and</p>		Procedural text is encompassed in SEs 9(D)(i)-(iii).
<p><b>(13) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).</p>		Procedural text is encompassed in SEs 9(D)(i)-(iii).
<p><b>(14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(A)</b> explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;</p>		
<p><b>(14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(B)</b> explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and</p>		
<p><b>(14) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(C)</b> compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).</p>		

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<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(A)</b> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(A)</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	
<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> develop drafts by categorizing ideas and organizing them into paragraphs;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(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, and a conclusion; and</p> <p><b>(ii)</b> developing an engaging idea with relevant details;</p>	
<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(C)</b> revise drafts for coherence, organization, use of simple and compound sentences, and audience;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(C)</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p>Specificity has been added to include revising for word choice.</p>

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p><b>(ii)</b> irregular verbs;</p> <p><b>(iii)</b> singular, plural, common, and proper nouns, including gender-specific articles;</p> <p><b>(iv)</b> adjectives, including their comparative and superlative forms;</p> <p><b>(v)</b> adverbs that convey frequency and adverbs that convey degree;</p> <p><b>(vi)</b> prepositions and prepositional phrases;</p> <p><b>(vii)</b> pronouns, including personal, possessive, objective, reflexive, and prepositional;</p> <p><b>(viii)</b> coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p><b>(ix)</b> capitalization of historical events and documents, titles of books, stories, and essays;</p> <p><b>(x)</b> punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and</p> <p><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules; and</p>	<p>The revised TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(15) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(E)</b> publish written work for appropriate audiences.</p>	
<p><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(A)</b> write imaginative stories that build the plot to a climax and contain details about the characters and setting; and</p>		
<p><b>(16) Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p><b>(B)</b> write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).</p>	<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(17) Writing.</b> Students write about their own experiences. Students are expected to write about important personal experiences.</p>	<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p>	
<p><b>(18) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p><b>(A)</b> create brief compositions that:</p> <p><b>(i)</b> establish a central idea in a topic sentence;</p> <p><b>(ii)</b> include supporting sentences with simple facts, details, and explanations; and</p> <p><b>(iii)</b> contain a concluding statement;</p>	<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>Although procedural texts are not specifically referenced in the revised TEKS, composition of informational texts, including brief compositions, is included.</p>
<p><b>(18) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p><b>(B)</b> write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and</p>	<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(D)</b> compose correspondence that requests information.</p>	<p>Although procedural texts are not specifically referenced in the revised TEKS, composition of correspondence (letters) is included.</p>
<p><b>(18) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p><b>(C)</b> write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>	<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(B)</b> write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p><b>(C)</b> use text evidence to support an appropriate response;</p>	
<p><b>(19) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p>		<p>Composition of persuasive texts is not referenced in the revised TEKS. However, composition of argumentative text is included in SE 12(C).</p>

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(20) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>(i)</b> regular and irregular verbs (past, present, future, and perfect tenses in the indicative mode);</p> <p><b>(ii)</b> nouns (singular/plural, common/proper);</p> <p><b>(iii)</b> adjectives (e.g., descriptive, including adjective phrases: vestido de domingo) and their comparative and superlative forms (e.g., más que, la más);</p> <p><b>(iv)</b> adverbs (e.g., frequency: usualmente, a veces; intensity: casi, mucho);</p> <p><b>(v)</b> prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p><b>(vi)</b> reflexive pronouns (e.g., me, te, se, nos);</p> <p><b>(vii)</b> correlative conjunctions (e.g., o/o, ni/ni); and</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(ii)</b> irregular verbs;</p> <p><b>(iii)</b> singular, plural, common, and proper nouns, including gender-specific articles;</p> <p><b>(iv)</b> adjectives, including their comparative and superlative forms;</p> <p><b>(v)</b> adverbs that convey frequency and adverbs that convey degree;</p> <p><b>(vi)</b> prepositions and prepositional phrases;</p> <p><b>(vii)</b> pronouns, including personal, possessive, objective, reflexive, and prepositional;</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/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(A)</b> use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p><b>(viii)</b> use time-order transition words and transitions that indicate a conclusion;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(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, and a conclusion; and</p>	
<p><b>(20) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(B)</b> use the complete subject and the complete predicate in a sentence; and</p>		
<p><b>(20) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(C)</b> use complete simple and compound sentences with correct subject-verb agreement.</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p>Specificity has been added to include avoidance of splices, run-ons, and fragments. The revised TEKS address written conventions by requiring students to apply the skills by writing and editing drafts.</p>

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(A)</b> write legibly by selecting cursive script or manuscript printing as appropriate;</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(C)</b> write legibly in cursive to complete assignments.</p>	<p>The revised TEKS focus on cursive writing at this grade.</p>
<p><b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p><b>(B)</b> use capitalization for:</p> <p><b>(i)</b> historical events and documents; and</p> <p><b>(ii)</b> the first words of titles of books, stories, and essays;</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(ix)</b> capitalization of historical events and documents, titles of books, stories, and essays;</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/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>(C)</b> recognize and use punctuation marks including commas in compound sentences; colons, semi-colons, ellipses, the hyphen, and em dash; and</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(x)</b> punctuation marks, including commas in compound and complex sentences and em dash for dialogue; 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/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>(D)</b> identify and read abbreviations (e.g., Sr., Atte.).</p>		

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> write with increasing accuracy using accent marks including:</p> <p><b>(i)</b> words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);</p> <p><b>(ii)</b> words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol); and</p> <p><b>(iii)</b> words that have an orthographic accent on the third-to-last syllable (palabras esdrújulas) (e.g., último, cómico, mecánico);</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(i)</b> spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;</p> <p><b>(ii)</b> spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</p> <p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules; and</p>	<p>SEs 22(A)(i)-(iii) are encompassed in SEs 2(B)(i) and (ii). The revised TEKS require students to apply their knowledge of spelling by writing and editing drafts. The correct spelling of high-frequency words is also included in this SE.</p>
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> spell words with hiatus and diphthongs (e.g., le-er, rí-o, quie-ro, vio);</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(iii)</b> spelling words with diphthongs and hiatus; and</p>	<p>The revised TEKS require students to apply their knowledge of spelling by writing and editing drafts.</p>
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> spell base words and roots with affixes (e.g., ex-, pre-, post-, -able);</p>		

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(D)</b> spell words with:</p> <p><b>(i)</b> Greek roots (e.g., tele-, foto-, grafo-, metro-);</p> <p><b>(ii)</b> Latin roots (e.g., spec, scrib, rupt, port, dict);</p> <p><b>(iii)</b> Greek suffixes (e.g., -ología, -fobia, -ismo, -ista); and</p> <p><b>(iv)</b> Latin derived suffixes (e.g., -able, -ible, -ancia);</p>		
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(E)</b> differentiate the meaning or function of a word based on the diacritical accent (e.g., dé, de; tú, tu);</p>		
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(F)</b> mark accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses (e.g., corrió, jugó, tenía, gustaría, vendrá); and</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(B)</b> demonstrate and apply spelling knowledge by:</p> <p><b>(iv)</b> marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses; and</p>	The revised TEKS require students to apply their knowledge of spelling by writing and editing drafts.
<p><b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(G)</b> use spelling patterns, rules, and print and electronic resources to determine and check correct spellings.</p>	<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts using standard Spanish conventions, including:</p> <p><b>(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules; and</p>	The revised TEKS require students to apply their knowledge of spelling by writing and editing drafts.
<p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and</p>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate and clarify questions on a topic for formal and informal inquiry;</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(23) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> develop and follow a research plan with adult assistance;</p>	The revised TEKS require adult assistance.
<p><b>(24) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(A)</b> follow the research plan to collect information from multiple sources of information both oral and written, including:</p> <ul style="list-style-type: none"> <li><b>(i)</b> student-initiated surveys, on-site inspections, and interviews;</li> <li><b>(ii)</b> data from experts, reference texts, and online searches; and</li> <li><b>(iii)</b> visual sources of information (e.g., maps, timelines, graphs) where appropriate;</li> </ul>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> develop and follow a research plan with adult assistance;</p> <p><b>(C)</b> identify and gather relevant information from a variety of sources;</p>	The revised TEKS require adult assistance.
<p><b>(24) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(B)</b> use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);</p>		
<p><b>(24) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(C)</b> take simple notes and sort evidence into provided categories or an organizer;</p>	<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> demonstrate understanding of information gathered;</p>	The cognitive complexity of this SE now requires the student to interact with sources in meaningful ways.
<p><b>(24) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(D)</b> identify the author, title, publisher, and publication year of sources; and</p>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(G)</b> develop a bibliography; and</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(24) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(E)</b> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> recognize the difference between paraphrasing and plagiarism when using source materials;</p>	
<p><b>(25) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>		
<p><b>(26) Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(G)</b> develop a bibliography; and</p>	
<p><b>(27) Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(A)</b> listen attentively to speakers, ask relevant questions, and make pertinent comments; 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>(A)</b> listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	
<p><b>(27) Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p><b>(B)</b> follow, restate, and give oral instructions that involve a series of related sequences of action.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	
<p><b>(28) Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the 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> express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
<p><b>(29) Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>		

## 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</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts;</p>	
<p><b>Figure 19 : Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(B)</b> ask literal, interpretive, and evaluative questions of text;</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	
<p><b>Figure 19 : Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p><b>(C)</b> monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re- reading a portion aloud, generating questions);</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(D)</b> create mental images to deepen understanding;</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 inferences about text and use textual evidence to support understanding;</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(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 information in text, maintaining meaning and logical order; and</p>	<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	

## 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 (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources, including self-selected texts;</p>	<p>This SE includes reference to student-selected texts.</p>
	<b>New TEKS</b>	
	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> work collaboratively with others to develop a plan of shared responsibilities.</p>	
	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> <p><b>(A)</b> demonstrate and apply phonetic knowledge by:</p> <p><b>(i)</b> decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);</p> <p><b>(ii)</b> using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;</p> <p><b>(iii)</b> decoding and differentiating the meaning of a word based on the diacritical accent; and</p> <p><b>(iv)</b> decoding words with prefixes and suffixes;</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(E)</b> differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p>	
	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	
	<p><b>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(H)</b> synthesize information to create new understanding; and</p>	
	<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using newly acquired vocabulary as appropriate; and</p>	
	<p><b>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(G)</b> discuss specific ideas in the text that are important to the meaning.</p>	
	<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> explain the influence of the setting, including historical and cultural settings, on the plot.</p>	

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(A)</b> demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;</p>	Note that multiple genres will include literary nonfiction.
	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> recognize characteristics and structures of informational text, including:</p> <p><b>(i)</b> the central idea with supporting evidence;</p>	
	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(E)</b> recognize characteristics and structures of argumentative text by:</p> <p><b>(i)</b> identifying the claim;</p> <p><b>(ii)</b> explaining how the author has used facts for an argument; and</p> <p><b>(iii)</b> identifying the intended audience or reader; and</p>	
	<p><b>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(F)</b> recognize characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one genre within a single text.

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
	<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(A)</b> explain the author's purpose and message within a text;</p>	
	<p><b>(10) 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> explain how the use of text structure contributes to the author's purpose;</p>	Note that this SE requires a connection between the text structure and the author's purpose.
	<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> analyze the author's use of print and graphic features to achieve specific purposes;</p>	Note that this SE requires a connection between the use of print and graphic features and the author's purpose.
	<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(F)</b> discuss how the author's use of language contributes to voice; and</p>	Note that this SE requires a connection between the use of language and an author's voice in a text.

## Side-by-Side TEKS Comparison

Current TEKS (2009-2010)	Revised TEKS (2019-2020)	Notes
	<p><b>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(G)</b> identify and explain the use of anecdote.</p>	
	<p><b>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts, including opinion essays using genre characteristics and craft; and</p>	
	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> identify primary and secondary sources;</p>	
	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> demonstrate understanding of information gathered;</p>	
	<p><b>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</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.