

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 5

TEKS	Comments	Louisiana GLE
(5.1) Listening/Speaking/Purposes		Listening/Speaking
(5.1.A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)	<i>Implied</i>	34. Follow procedures (e.g. read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2) 38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.1.B) eliminate barriers to effective listening (4-8)	<i>Implied</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.1.C) understand the major ideas and supporting evidence in spoken messages (4-8)	<i>Approximate</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.2) Listening/Speaking/Critical Listening		Listening/Speaking
(5.2.A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8)	<i>Implied</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.2.B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5)	<i>Implied</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.2.C) distinguish between the speaker's opinion and verifiable fact (4-8)	<i>Implied</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.2.D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)	<i>Implied</i>	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
(5.3) Listening/Speaking/Appreciation		Listening/speaking
(5.3.A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8)	<i>NA</i>	
(5.3.B) describe how the language of literature affects the	<i>NA</i>	

TEKS	Comments	Louisiana GLE
listener (4-5)		
(5.3.C) assess how language choice and delivery affect the tone of the message (4-5)	NA	
(5.4) Listening/Speaking/Culture		Listening/Speaking
(5.4.A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8)	NA	
(5.4.B) compare oral traditions across regions and cultures (4-8)	NA	
(5.4.C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	NA	
(5.5) Listening/Speaking/Audiences		Listening/Speaking
(5.5.A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)		32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1) 33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
(5.5.B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8)	NA	
(5.5.C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8)	<i>Implied</i>	Deliver formal and informal presentations for a variety of purposes, including: *book reports *personal experiences *explanations of projects (ELA-4-M4)
(5.5.D) use effective rate, volume, pitch, and tone for the audience and setting (4-8)		36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
(5.5.E) give precise directions and instructions such as for games and tasks (4-5)	<i>Implied</i>	35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)
(5.5.F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8)	NA	
	<i>Not addressed in TX</i>	40. Evaluate media for various purposes, including:

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		<ul style="list-style-type: none"> - effectiveness of organization and presentation - usefulness and relevance of information (ELA-4-M5) <p>41. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> - explaining the effectiveness and dynamics of group process - applying agreed-upon rules for formal and informal discussions - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)
(5.6) Reading/Word Identification		Reading and Responding
(5.6.A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8)		<p>1. Identify word meanings using a variety of strategies, including:</p> <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes) - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.6.B) use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able (4-6)		<p>1. Identify word meanings using a variety of strategies, including:</p> <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes) - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.6.C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8)		<p>1. Identify word meanings using a variety of strategies, including:</p> <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes) - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.7) Reading/Fluency		Reading and Responding
(5.7.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5)	NA	
(5.7.B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5)	NA	
(5.7.C) demonstrate characteristics of fluent and effective	NA	

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reading (4-6)		
(5.7.D) adjust reading rate based on purposes for reading (4-8)	NA	
(5.7.E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8)	NA	
(5.7.F) read silently with increasing ease for longer periods (4-8)	NA	
(5.8) Reading/Variety of Texts		Reading and Responding
(5.8.A) read classic and contemporary works (2-8)	NA	
(5.8.B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5)	NA	
(5.8.C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8)	NA	
(5.9) Reading/Vocabulary Development		Reading and Responding
(5.9.A) develop vocabulary by listening to selections read aloud (4-8)	<i>Implied</i>	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes) - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.9.B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5)	<i>Implied</i>	3. Identify the meanings of idioms and analogies (ELA-1-M1)
(5.9.C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8)		1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes) - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.9.D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8)		1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> - using context clues (e.g., definition, restatement, example, contrast) - using structural analysis (e.g., base words, roots, affixes)

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		<ul style="list-style-type: none"> - determining word origins (etymology) - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
(5.9.E) study word meanings systematically such as across curricular content areas and through current events (4-8)	<i>Implied</i>	4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)
(5.10) Reading Comprehension		Reading and Responding
(5.10.A) use his/her own knowledge and experience to comprehend (4-8)		12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1)
(5.10.B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)	NA	
(5.10.C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)	<i>Implied</i>	12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1)
(5.10.D) describe mental images that text descriptions evoke (4-8)	<i>Implied</i>	6. Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> - how word choice and images appeal to the senses and suggest mood, tone, and style - foreshadowing
(5.10.E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	<i>Implied</i>	6. Identify and explain literary devices in grade-appropriate texts, including:

TEKS	Comments	Louisiana GLE
(4-8)		<ul style="list-style-type: none"> - how word choice and images appeal to the senses and suggest mood, tone, and style - foreshadowing <p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1)
(5.10.F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8)	<i>Implied</i>	<p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1)
(5.10.G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)		<p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1)
(5.10.H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)		<p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - sequencing events and steps in a process - summarizing and paraphrasing information - identifying stated and implied main ideas and supporting details

TEKS	Comments	Louisiana GLE
		for each - comparing and contrasting literary elements and ideas - making simple inferences and drawing conclusions - predicting the outcome of a story or situation with reasonable justification - identifying literary devices (ELA-7-M1) 17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: - identifying cause-effect relationships - raising questions - thinking inductively and deductively - generating a theory or hypothesis - skimming/scanning - distinguishing facts from opinions and probability (ELA-7-M4)
(5.10.I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)	<i>Implied</i>	10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
(5.10.J) distinguish fact and opinion in various texts (4-8)		17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: - identifying cause-effect relationships - raising questions - thinking inductively and deductively - generating a theory or hypothesis - skimming/scanning - distinguishing facts from opinions and probability (ELA-7-M4)
(5.10.K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8)		7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: - fiction - nonfiction - poetry - songs (ELA-1-M3)
(5.10.L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)	<i>Approximate</i>	45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3)
(5.11) Reading/Literary Response		Reading and Responding

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(5.11.A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8)		8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
(5.11.B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8)	<i>Implied</i>	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
(5.11.C) support responses by referring to relevant aspects of text and his/her own experiences (4-8)	<i>Implied</i>	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
(5.11.D) connect, compare, and contrast ideas, themes, and issues across text (4-8)		10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
(5.12) Reading/Text Structures		Reading and Responding
(5.12.A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?" (4-5)	<i>Implied</i>	17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: - identifying cause-effect relationships - raising questions - thinking inductively and deductively - generating a theory or hypothesis - skimming/scanning - distinguishing facts from opinions and probability (ELA-7-M4)
(5.12.B) recognize that authors organize information in specific ways (4-5)	<i>Implied</i>	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: - fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) - nonfiction (e.g., biography, autobiography, informational text) - poetry (e.g., lyric, narrative) - drama (e.g., one-act play or
(5.12.C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8)		15. Explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)
(5.12.D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8)	<i>Implied</i>	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: - fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) - nonfiction (e.g., biography, autobiography, informational text) - poetry (e.g., lyric, narrative) - drama (e.g., one-act play or skits) (ELA-6-M3)

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(5.12.E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)	<i>Implied</i>	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
(5.12.F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5)	NA	
(5.12.G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7)	<i>Implied</i>	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: - fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) - nonfiction (e.g., biography, autobiography, informational text) - poetry (e.g., lyric, narrative) - drama (e.g., one-act play or skits) (ELA-6-M3)
(5.12.H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8)	<i>Implied</i>	5. Identify and explain story elements, including: - theme development - character development - relationship of word choice and mood - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
(5.12.I) recognize and analyze story plot, setting, and problem resolution (4-8)		5. Identify and explain story elements, including: - theme development - character development - relationship of word choice and mood - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
(5.12.J) describe how the author's perspective or point of view affects the text (4-8)		16. Explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)
(5.13) Reading/Inquiry/Research		Reading and Responding
(5.13.A) form and revise questions for investigations, including questions arising from interest and units of study (4-5)	<i>Implied</i>	14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2) 17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: - identifying cause-effect relationships - raising questions - thinking inductively and deductively - generating a theory or hypothesis - skimming/scanning - distinguishing facts from opinions and probability (ELA-7-M4)

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(5.13.B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8)	<i>Implied</i>	<p>42. Locate and select information using a variety of organizational features in grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) - frequently accessed and bookmarked Web addresses (ELA-5-M1)
(5.13.C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)		<p>43. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) - electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)
(5.13.D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5)		<p>48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)</p>
(5.13.E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8)		<p>43. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) - electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2) <p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> - surveying - interviewing - paraphrasing (ELA-5-M3) <p>45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3)

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(5.13.F) produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5)	<i>Implied #47</i>	45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3) 47. Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> - integrating quotations and citations - using endnotes - creating bibliographies and/or works cited lists (ELA-5-M5)
(5.13.G) draw conclusions from information gathered from multiple sources (4-8)	<i>Implied</i>	45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3)
(5.13.H) use compiled information and knowledge to raise additional, unanswered questions (3-8)	<i>NA</i>	
(5.14) Reading/Culture		Reading and Responding
(5.14.A) compare text events with his/her own and other readers' experiences (4-8)	<i>Approximate</i>	13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
(5.14.B) determine distinctive and common characteristics of cultures through wide reading (4-8)		9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
(5.14.C) articulate and discuss themes and connections that cross cultures (4-8)	<i>Approximate</i>	9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1) 10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
(5.15) Writing/Purposes		Writing
(5.15.A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)	<i>Implied</i>	22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
(5.15.B) write to influence such as to persuade, argue, and		22. Develop grade-appropriate paragraphs and multiparagraph

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request (4-8)		compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
(5.15.C) write to inform such as to explain, describe, report, and narrate (4-8)		<p>22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)</p> <p>23. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> - how-to essays - stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
(5.15.D) write to entertain such as to compose humorous poems or short stories (4-8)	<i>Implied</i>	<p>23. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> - how-to essays - stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
(5.15.E) exhibit an identifiable voice in personal narratives and in stories (4-5)		<p>20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> - word choices (diction) appropriate to the identified audience and/or purpose - vocabulary selected to clarify meaning, create images, and set a tone - information/ideas selected to engage the interest of the reader - clear voice (individual personality) - variety in sentence structure (ELA-2-M2)
(5.15.F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5)	<i>Implied</i>	<p>23. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> - how-to-essays - stories that incorporate dialogue, characters, plot, setting, and sensory devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)
(5.15.G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)		<p>24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)</p>
(5.16) Writing/Penmanship		Writing/Proofreading
(5.16.A) write legibly by selecting cursive or manuscript as appropriate (4-8)	<i>NA</i>	
(5.16.B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence		<p>26. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> - parentheses and commas in direct quotations - commas to set off appositives and introductory phrases

TEKS	Comments	Louisiana GLE
punctuation (4-5)		<ul style="list-style-type: none"> - use quotation marks around dialogue (ELA-3-M2) 27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)
(5.17) Writing/Spelling		Writing/Proofreading
(5.17.A) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6)	NA	
(5.17.B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6)	NA	
(5.17.C) use resources to find correct spellings (4-8)		31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)
(5.17.D) spell accurately in final drafts (4-8)	<i>Not specifically addressed</i>	30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5)
(5.18) Writing/Grammar/Usage		Writing/Proofreading
(5.18.A) use regular and irregular plurals correctly (4-6)	<i>Implied</i>	29. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - using same verb tense throughout when appropriate - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
(5.18.B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5)		28. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> - varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory) - agreement of subjects and verbs in complex sentences - sentences without double negatives - correct sentence fragments and run-on sentences (ELA-3-M3)
(5.18.C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech		29. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - using same verb tense throughout when appropriate - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
(5.18.D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8)	<i>Implied</i>	29. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - using same verb tense throughout when appropriate - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)

TEKS	Comments	Louisiana GLE
(5.18.E) use prepositional phrases to elaborate written ideas (4-8)	<i>Implied</i>	29. Apply knowledge of parts of speech in writing, including: - using same verb tense throughout when appropriate - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
(5.18.F) use conjunctions to connect ideas meaningfully (4-5)	<i>Implied</i>	18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: - an established central idea - important ideas or events stated in sequential or chronological order - elaboration (e.g., fact, examples, specific details) - transitional words and phrases that unify points and ideas - an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)
(5.18.G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8)	<i>Implied</i>	26. Use standard English punctuation, including: - parentheses and commas in direct quotations - commas to set off appositives and introductory phrases - use quotation marks around dialogue (ELA-3-M2)
(5.18.H) write with increasing accuracy when using objective case pronouns such as "Can you ride with my mom and me?" (4-5)	<i>Implied</i>	29. Apply knowledge of parts of speech in writing, including: - using same verb tense throughout when appropriate - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
(5.19) Writing/Writing Processes		Writing
(5.19.A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8)		21. Develop grade-appropriate compositions applying writing processes such as the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8)	<i>Implied</i>	19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1) 21. Develop grade-appropriate compositions applying writing processes such as the following:

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8)	<i>Implied</i>	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.D) revise drafts for coherence, progression, and logical support of ideas (4-8)	<i>Implied</i>	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8)	<i>Implied</i>	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)

TEKS	Comments	Louisiana GLE
(5.19.F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8)		<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3) <p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)</p>
(5.19.G) refine selected pieces frequently to "publish" for general and specific audiences (4-8)		<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.H) proofread his/her own writing and that of others (4-8)		<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.19.I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)		<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.20) Writing/Evaluation		
(5.20.A) apply criteria to evaluate writing (4-8)	<i>Implied</i>	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.20.B) respond in constructive ways to others' writing (4-8)		<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.20.C) evaluate how well his/her own writing achieves its purposes (4-8)	<i>Not specifically addressed</i>	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.20.D) analyze published examples as models for writing (4-	NA	

TEKS	Comments	Louisiana GLE
8)		
(5.20.E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)	NA	
(5.21) Writing/Inquiry/Research		Writing
(5.21.A) frame questions to direct research (4-8)	NA	
(5.21.B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8)	<i>Implied</i>	21. Develop grade-appropriate compositions applying writing processes such as the following: - selecting topic and form - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) - drafting - conferencing (e.g., peer and teacher) - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics) - proofreading/editing - publishing using technology (ELA-2-M3)
(5.21.C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8)	<i>Implied</i>	44. Locate, gather, and select information using data-gathering strategies, including: *surveying *interviewing *paraphrasing (ELA-5-M3)
(5.21.D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)		45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: - visual representations of data/information - graphic organizers (e.g., outlines, timelines, charts, webs) - bibliographies (ELA-5-M3)
(5.21.E) present information in various forms using available technology (4-8)		46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)
(5.21.F) evaluate his/her own research and raise new questions for further investigation (4-8)	NA	
(5.23) Viewing/Representing/Interpretation		
(5.23.A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8)	NA	
(5.23.B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8)		48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)

TEKS	Comments	Louisiana GLE
(5.23.C) use media to compare ideas and points of view (4-8)	<i>Speaking and Listening</i>	40. Evaluate media for various purposes, including: - effectiveness of organization and presentation - usefulness and relevance of information (ELA-4-M5)
(5.24) Viewing/Representing/Analysis		
(5.24.A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5)	<i>Implied</i>	40. Evaluate media for various purposes, including: - effectiveness of organization and presentation - usefulness and relevance of information (ELA-4-M5)
(5.24.B) compare and contrast print, visual, and electronic media such as film with written story (4-8)	<i>Implied</i>	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
(5.25) Viewing/Representing/Production		
(5.25.A) select, organize, or produce visuals to complement and extend meanings (4-8) and	NA	
(5.25.B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)	NA	