



### **To the Student and Parent(s):**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination to assess your mastery of the material included in the 5th grade language arts curriculum.

### **WHAT TO BRING**

- several sharpened No. 2 pencils
- lined notebook paper
- your completed **Reading Project and Writing Portfolio**  
(see instructions beginning on page 3)

### **ABOUT THE EXAM**

The examination for 5th grade Language Arts consists of three parts: a Reading Project and Writing Portfolio, both of which you will complete before taking the exam, and the exam itself. All three parts of the CBE are based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school.

The exam will have 95 questions, consisting of reading comprehension, spelling, multiple choice, and short answer questions, plus an essay. The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to **bring the materials and assignments listed above** to the testing center with you. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed except the following:

- **Reading:** 1, 5, 9, 18C
- **Writing:** 15A-E, 16A-B, 17, 18A-C, 19, 20A-C, 21A-C, 22D-E, 23A-B, 24A-E, 25A-B, 26A-D

- **Listening:** 27A-C, 28, 29

TEKS 15A-E and 17C are tested by the written exam, but the overall assessment of the student's ability in these areas is best observed in the writing samples included in the Writing Portfolio. These TEKS will be evaluated by the student's most recent teacher (or a teacher who is able to observe the student) using a Teacher Evaluation Form that will be sent to the proctor. The student's most recent teacher (or a teacher who is able to observe the student) will also use the form to evaluate the student in person for TEKS 27A-C, 28, and 29. This form will be sent to your proctor who will send it to the appropriate teacher(s).

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/>.

Good luck on your test!

## LANG 5 Exam Prerequisite Reading Project and Writing Portfolio

You are required to perform reading and writing tasks outside of the testing environment in order to fulfill all TEKS requirements. After completing the Reading Project and Writing Portfolio described below, bring them to the testing site when you arrive to take the CBE. These projects will be evaluated as part of your final CBE grade.

### READING PROJECT

This project is designed to test the student for the following TEKS:

- (1) **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
- (9) **Reading/Comprehension of Text/Independent Reading.** 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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (18) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
  - C. write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

#### **Assignment:**

Read a play from the following list: *Annie*, *A Midsummer Night's Dream*, *The Importance of Being Ernest*, *Our Town*, *The Miracle Worker*, or *The Diary of Anne Frank*. Understanding of the play and elements of drama will be demonstrated through a 200–350 word summary of the play. During the reading process, you should take notes about the play. You must demonstrate understanding of the central conflict, the characters, the setting, and themes throughout the play. Also, you should understand dramatic elements: asides, soliloquies, monologue, prologue, stage directions, etc. After reading the play, watch a dramatic adaptation of the play (video). Then, write an analysis that shows the major differences between the original version and the dramatic adaptation. The summary and analysis will be written as separate tasks, but turned in together.

*continued* →

## WRITING PORTFOLIO

This portfolio of general writing assignments is designed to test the student for the following TEKS:

1. Short story
2. Three poems
3. Personal narrative
4. Persuasive writing/formal letter
5. Procedural essay/informal letter
6. Research writing/biographical sketch

### Short Story

#### TEKS covered:

- (16) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- A. write imaginative stories that include:
    - i. a clearly defined focus, plot, and point of view;
    - ii. a specific, believable setting created through the use of sensory details; and
    - iii. dialogue that develops the story.

#### Assignment:

Write a continuation of the following story:

The alarm clock screamed “Wake up!” in his ear. After the weirdest, wildest, wackiest summer that William could remember, the first day of school had finally come. August 25th snuck up on him, and his hair had not grown back after the crazy incident at camp. He had always struggled with starting school, but now he was in a new town, a new school, and surrounded by strange people...

#### Requirements and suggestions:

- 300–400 words
- Write in third-person point of view.
- Use and punctuate dialogue correctly. Dialogue should help to create a sense of knowing the characters, as well as developing the conflict.

- Setting and plot should be believable.
- Use sensory details and focused description to create imagery.
- Use of a word processor is acceptable (rough draft not required).

## Three Poems

### TEKS covered:

- (16) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- B. write poems using:
- i. poetic techniques (e.g., alliteration, onomatopoeia);
  - ii. figurative language (e.g., similes, metaphors); and
  - iii. graphic elements (e.g., capital letters, line length).

### Assignment:

Write three poems:

1. **Sonnet:** 14 lines, 10 syllables per line; your own topic
2. **Name poem:** Use a name—either your name or the name of a family member—for the title (e.g., JOHNNY, CYNTHIA, BECKY...). Use the letters of the name for the first letter of each line. The poem should be an explanation/description of the person named in the title.
3. **Haiku:** The topic should be about something in nature; three lines, a total of 17 syllables; syllables per line: 5-7-5. Use a picture, photograph, clipart, or other graphic as background for the poem.

### Requirements and suggestions:

- Use sound devices such as alliteration, onomatopoeia, and rhyme.
- Use figurative language such as simile, metaphor, and hyperbole.
- Remember that poetry does not have to rhyme (unless you are following a specific style such as a Shakespearean sonnet).
- Hand-write each of these original poems (rough drafts not required).

*continued* →

## Personal Narrative

### TEKS covered:

- (17) **Writing.** Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

### Assignment:

Pick one of the two topic choices:

1. Think about a person whom you know and admire. Consider a memorable time you spent with that person. Write a personal narrative about that time.
2. Think about a memorable vacation. Consider what made that vacation special in your mind. Write a personal narrative about that experience.

### Requirements and suggestions:

- Choose one of the topics listed above.
- Develop chronological order in the narrative.
- Use dialogue to help create a better understanding.
- Write 250–350 words.
- Use of a word processor is acceptable.
- A rough draft is required.

## Persuasive Writing/Formal Letter

### TEKS covered:

- (18) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- B. write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).
- (19) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

### Assignment:

The local school board has decided to begin a new year-round school. Students will be in school for nine weeks followed by a three-week break. Classes will continue in this pattern—nine weeks, three weeks; nine weeks, three weeks—until summer. The summer vacation will be shortened to only 10 weeks before the next school year begins. Your job is to research this proposal by the school board, decide whether you are for or against the new schedule, and then write a persuasive letter to the school board that defends your opinion about the new school year.

### Requirements and suggestions:

- Limit your writing to one page.
- Follow the form and style that is appropriate for formal letters.
- Use language that is appropriate for the audience.
- Research any facts that might help support your opinion.
- Be sure to document any research that you use in your letter.

## Procedural Essay/Informal Letter

### TEKS covered:

- (18) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- A. create multi-paragraph essays to convey information about the topic that:
    - i. present effective introductions and concluding paragraphs;
    - ii. guide and inform the reader’s understanding of key ideas and evidence;
    - iii. include specific facts, details, and examples in an appropriately organized structure; and
    - iv. use a variety of sentence structures and transitions to link paragraphs;
  - B. write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

### Assignment:

Choose a topic from the list of prompts below:

1. You are inviting all of your friends to a birthday party at your house, but nobody knows where you live. Write a letter that tells your friends how to get to your house.

2. Your grandparents just bought their first computer so they can keep in touch with the family through email. They know very little about computer technology and need your help. Write a letter to them that explains how to turn on the computer and check their email.
3. You are getting ready to go on a field trip, but you have to run some errands before you leave. You'd like for someone at home—mother, father, older sibling—to make your favorite sandwich to put in your lunch for the trip. Write a letter that asks someone to make the sandwich and tells how to make your favorite sandwich.

### **Requirements and suggestions:**

- Limit the procedure to three to five paragraphs.
- Include specific details that create mental pictures.
- Use a variety of sentence structures.
- Either hand-write or use a word processor.
- Style, form, and language should be appropriate for an informal letter.

## **Research Writing/Biographical Sketch**

### **TEKS covered:**

- (18) **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- A. create multi-paragraph essays to convey information about the topic that:
    - i. present effective introductions and concluding paragraphs;
    - ii. guide and inform the reader's understanding of key ideas and evidence;
    - iii. include specific facts, details, and examples in an appropriately organized structure; and
    - iv. use a variety of sentence structures and transitions to link paragraphs.
- (23) **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- A. brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
  - B. generate a research plan for gathering relevant information about the major research question.

- (24) **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- A. follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
  - B. differentiate between primary and secondary sources;
  - C. record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; and
  - D. identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.
- (25) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- A. refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
  - B. evaluate the relevance, validity, and reliability of sources for the research.
- (26) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- A. compiles important information from multiple sources;
  - B. develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
  - C. presents the findings in a consistent format; and
  - D. uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

**Assignment:**

To many people, a hero is defined as someone who has turned a difficult situation into a wonderful success. Many people in the history of America have become this kind of hero. For your research project, identify such a person who has risen, perhaps from poverty or disability; has made a wonderful impact on other people; and has made a wonderful life for himself or herself. Write a biographical sketch that focuses on how this person became a hero.

*continued* →

### **Requirements and suggestions:**

- Research a person who truly interests you.
- Limit the composition to five to seven paragraphs.
- Include specific details that create mental pictures.
- Use a variety of sentence structures.
- You must document your sources to avoid plagiarism.
- Use multiple sources, both print and computer (electronic).
- Include a bibliography page with the final copy.
- Turn in a hand-written rough draft along with a final copy done on a word processor.
- Follow the MLA guide to research and documentation.

### **Use all of the following traits of good writing and use an effective writing process.**

- Plan your work.
- Record notes and sources of information.
- Develop a first draft that organizes your thoughts.
- Edit for grammar, mechanics, and spelling.
- Have friends or family members proofread and indicate any changes that need to be made.
- Revise; write the final draft after consideration of proofreading and editing comments.

**Turn in all elements of the writing process together, in the order described above: rough draft on top, final copy on bottom.**

---

### **The following are TEKS and student expectations that should be applied to *all* writing:**

- (15) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- A. plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g.,

- discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- B. develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
  - C. revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
  - D. edit drafts for grammar, mechanics, and spelling; and
  - E. revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- (20) **Oral and Written Conventions/Conventions.** 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:
- A. use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - i. verbs (irregular verbs and active voice);
    - ii. collective nouns (e.g., *class*, *public*);
    - iii. adjectives (e.g., descriptive, including origins: *French windows*, *American cars*) and their comparative and superlative forms (e.g., *good*, *better*, *best*);
    - iv. adverbs (e.g., frequency: *usually*, *sometimes*; intensity: *almost*, *a lot*);
    - v. prepositions and prepositional phrases to convey location, time, direction, or to provide details;
    - vi. indefinite pronouns (e.g., *all*, *both*, *nothing*, *anything*);
    - vii. subordinating conjunctions (e.g., *while*, *because*, *although*, *if*); and
    - viii. transitional words (e.g., *also*, *therefore*);
  - B. use the complete subject and the complete predicate in a sentence; and
  - C. use complete simple and compound sentences with correct subject-verb agreement.
- (21) **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- A. use capitalization for:
    - i. abbreviations;

- ii. initials and acronyms; and
  - iii. organizations;
- B. recognize and use punctuation marks including:
- i. commas in compound sentences; and
  - ii. proper punctuation and spacing for quotations;
- C. use proper mechanics including italics and underlining for titles and emphasis.
- (22) **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:
- D. use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
  - E. know how to use the spell-check function in word processing while understanding its limitations.

## TEKS Coverage: LANG 5

TTU: Grade 5 - Language Arts CBE	
TEKS: §110.16. English Language Arts and Reading, Elementary	
TEKS Covered	TEKS Requirement (Grade 4)
	§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.
	<b>(a) Introduction.</b>
	(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
	(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
	(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
	(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
	(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
	(3) 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 5 as described in subsection (b) of this section.
	(4) 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.
	<b>(b) Knowledge and skills.</b>
✓	(1) <b>Reading/Fluency.</b> Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
	(2) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:
✓	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

✓	(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
✓	(C) produce analogies with known antonyms and synonyms;
✓	(D) identify and explain the meaning of common idioms, adages, and other sayings; and
✓	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
	(3) <b>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:
✓	(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;
✓	(B) describe the phenomena explained in origin myths from various cultures; and
✓	(C) explain the effect of a historical event or movement on the theme of a work of literature.
✓	(4) <b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
✓	(5) <b>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 analyze the similarities and differences between an original text and its dramatic adaptation.
	(6) <b>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:
✓	(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
✓	(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and
✓	(C) explain different forms of third-person points of view in stories.
✓	(7) <b>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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
✓	(8) <b>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 evaluate the impact of sensory details, imagery, and figurative language in literary text.
✓	(9) <b>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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
✓	(10) <b>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 draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
	(11) <b>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:
✓	(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
✓	(B) determine the facts in text and verify them through established methods;

✓	(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
✓	(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
✓	(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
	(12) <b>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:
✓	(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and
✓	(B) recognize exaggerated, contradictory, or misleading statements in text.
	(13) <b>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:
✓	(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
✓	(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
	(14) <b>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:
✓	(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
✓	(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
✓	(C) identify the point of view of media presentations; and
✓	(D) analyze various digital media venues for levels of formality and informality.
	(15) <b>Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
✓	(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
✓	(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
✓	(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
✓	(D) edit drafts for grammar, mechanics, and spelling; and
✓	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	(16) <b>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:
✓	(A) write imaginative stories that include:
✓	(i) a clearly defined focus, plot, and point of view;
✓	(ii) a specific, believable setting created through the use of sensory details; and
✓	(iii) dialogue that develops the story; and
✓	(B) write poems using:

✓	(i) poetic techniques (e.g., alliteration, onomatopoeia);
✓	(ii) figurative language (e.g., similes, metaphors); and
✓	(iii) graphic elements (e.g., capital letters, line length).
✓	(17) <b>Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
	(18) <b>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:
✓	(A) create multi-paragraph essays to convey information about the topic that:
✓	(i) present effective introductions and concluding paragraphs;
✓	(ii) guide and inform the reader's understanding of key ideas and evidence;
✓	(iii) include specific facts, details, and examples in an appropriately organized structure; and
✓	(iv) use a variety of sentence structures and transitions to link paragraphs;
✓	(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and
✓	(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
✓	(19) <b>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 include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
	(20) <b>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:
✓	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
✓	(i) verbs (irregular verbs and active voice);
✓	(ii) collective nouns (e.g., <i>class</i> , <i>public</i> );
✓	(iii) adjectives (e.g., descriptive, including origins: <i>French windows</i> , <i>American cars</i> ) and their comparative and superlative forms (e.g., <i>good</i> , <i>better</i> , <i>best</i> );
✓	(iv) adverbs (e.g., frequency: <i>usually</i> , <i>sometimes</i> ; intensity: <i>almost</i> , <i>a lot</i> );
✓	(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
✓	(vi) indefinite pronouns (e.g., <i>all</i> , <i>both</i> , <i>nothing</i> , <i>anything</i> );
✓	(vii) subordinating conjunctions (e.g., <i>while</i> , <i>because</i> , <i>although</i> , <i>if</i> ); and
✓	(viii) transitional words (e.g., <i>also</i> , <i>therefore</i> );
✓	(B) use the complete subject and the complete predicate in a sentence; and
✓	(C) use complete simple and compound sentences with correct subject-verb agreement.
	(21) <b>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:
✓	(A) use capitalization for:

✓	(i) abbreviations;
✓	(ii) initials and acronyms; and
✓	(iii) organizations;
✓	(B) recognize and use punctuation marks including:
✓	(i) commas in compound sentences; and
✓	(ii) proper punctuation and spacing for quotations; and
✓	(C) use proper mechanics including italics and underlining for titles and emphasis.
	(22) <b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:
✓	(A) spell words with more advanced orthographic patterns and rules:
✓	(i) consonant changes (e.g., /t/ to /sh/ in <i>select, selection</i> ; /k/ to /sh/ in <i>music, musician</i> );
✓	(ii) vowel changes (e.g., long to short in <i>crime, criminal</i> ; long to schwa in <i>define, definition</i> ; short to schwa in <i>legality, legal</i> ); and
✓	(iii) silent and sounded consonants (e.g., <i>haste, hasten</i> ; <i>sign, signal</i> ; <i>condemn, condemnation</i> );
✓	(B) spell words with:
✓	(i) Greek Roots (e.g., <i>tele, photo, graph, meter</i> );
✓	(ii) Latin Roots (e.g., <i>spec, scribe, rupt, port, ject, dict</i> );
✓	(iii) Greek suffixes (e.g., <i>-ology, -phobia, -ism, -ist</i> ); and
✓	(iv) Latin derived suffixes (e.g., <i>-able, -ible; -ance, -ence</i> );
✓	(C) differentiate between commonly confused terms (e.g., <i>its, it's; affect, effect</i> );
✓	(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
✓	(E) know how to use the spell-check function in word processing while understanding its limitations.
	(23) <b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
✓	(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
✓	(B) generate a research plan for gathering relevant information about the major research question.
	(24) <b>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:
✓	(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
✓	(B) differentiate between primary and secondary sources;
✓	(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
✓	(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and
✓	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

	(25) <b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
✓	(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
✓	(B) evaluate the relevance, validity, and reliability of sources for the research.
	(26) <b>Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
✓	(A) compiles important information from multiple sources;
✓	(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
✓	(C) presents the findings in a consistent format; and
✓	(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
	(27) <b>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:
✓	(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
✓	(B) follow, restate, and give oral instructions that include multiple action steps; and
✓	(C) determine both main and supporting ideas in the speaker's message.
✓	(28) <b>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 give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
✓	(29) <b>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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
	<i>Source: The provisions of this §110.16 adopted to be effective September 4, 2008, 33 TexReg 7162.</i>