

## Focus

Student expectations in grade five for Texas and Louisiana have the same goal of giving students opportunities to refine and master previously learned skills while facing more complex reading and writing pieces. The Texas Educational Knowledge and Skills (TEKS) have 25 strands, in contrast to Louisiana's Grade Level Expectations (GLEs) of 5 strands. Hence, the GLEs reflect broader statements of student expectations. For example, there is only one GLE strand for reading, *Reading and Responding*, in Louisiana, as opposed to 9 strands in reading for Texas.

While the TEKS and GLEs differ in specificity, they are very similar in content, with a few notable distinctions. In the strand, *Listening and Speaking*, the fifth grade TEKS and GLEs are more aligned than in grades one and two. However, TEKS address more aspects of listening that emphasize listening-speaking-appreciation and listening-speaking-culture. These expectations are not addressed in the GLEs.

In the area of reading, both Texas and Louisiana utilize the five components of effective reading instruction as identified through scientific reading research: (1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. Overall, the TEKS and the GLEs for fifth grade focus on very similar content. One major distinction is that the fifth grade TEKS addresses reading fluency using a variety of texts, while the GLEs do not. The TEKS emphasizes wide reading in a variety of genres for different purposes, giving students opportunities to select independent reading themselves. The TEKS also emphasizes fluency by

encouraging regular reading in outside materials. However, vocabulary expectations between the two systems are more evenly aligned than in the other grades.

Overall, writing expectations were evenly aligned. One exception is that the TEKS addresses analyzing published examples as models for writing and reviewing written works to determine strengths and weaknesses and to set goals. The GLEs do not address the student expectations in the TEKS strand of viewing and representation/production.

## Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana fifth-grade students are tested using the i Leap (replacing the Iowa Test, which was administered at this grade level from 1998-2005), whereas Texas fifth-grade students are given the Texas Assessment of Knowledge and Skills (TAKS). The TAKS is strictly criterion-referenced with a comprehensive sampling of student expectations through grade 5 and students are required to pass the assessment in order to advance to grade 6. The Louisiana test integrates a standards-based, criterion-referenced test (targeting fifth-grade GLEs) and a norm-referenced test (targeting content of nationally-used textbooks).

## Coding

Due to the degree of specificity of the TEKS, some GLEs are matched to more than one Texas expectation.

5.10 G The student is expected to paraphrase and summarize text to recall, inform, or organize ideas.

5.10 H The student is expected to draw inferences such as conclusions or generalizations, and support them with text evidence and experience.

GLE 12 Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:  
 \*sequencing events and steps in a process  
 \*summarizing 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)

**Strand Titles**

Strand titles from the TEKS and Louisiana GLEs were matched at the beginning of the listing for their particular student expectations.

**The Codes in the middle column on the document:**

- Not addressed is coded, “NA,” meaning the expectation could not be matched to a particular TEK or GLE.
- “Implied” refers to implicit statements understood through the statement’s context.
- Not specifically addressed (NSA) refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.

The number in parentheses following each GLE statement is a reference to the Louisiana Standards and Benchmarks statements. In the example above, GLE 12, (ELA-7-M1), ELA refers to the content area, English Language Arts, 7 refers to Standard Seven (*Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing*). M1 refers to middle school, benchmark 1 (*Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts*).