

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

ENGLISH LANGUAGE ARTS: Grade 7

TEKS	Comments	Louisiana GLE
(7.1) Listening/Speaking/Purposes. The student listens actively and purposefully in a variety of settings.		
(7.1.A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	<i>Not addressed (NA)</i>	
(7.1.B) eliminate barriers to effective listening (4-8);	<i>Implied</i>	32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA 4 M3)
(7.1.C) understand the major ideas and supporting evidence in spoken messages (4-8); and		34. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.1.D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).	<i>Not specifically addressed (NSA)</i>	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA 4 M)
(7.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message(s).		
(7.2.A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);		34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA 4 M4) 37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.2.B) analyze a speaker's persuasive techniques and credibility (7-8);	<i>Implied</i>	34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA 4 M4) 37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.2.C) distinguish between the speaker's opinion and verifiable fact (4-8);	<i>Implied</i>	34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA 4 M4) 37. Evaluate a variety of media for impressions/effect on

TEKS	Comments	Louisiana GLE
		listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.2.D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	<i>Approximates</i>	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA 4 M2)
(7.2.E) compare his/her own perception of a spoken message with the perception of others (6-8); and	<i>Implied</i>	38. Participate in group and panel discussions, including: <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)
(7.2.F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).		34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA 4 M4) 37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5) 39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> • text structure • images/sensory details • support for main position • background information • opinions vs. facts • sequence of ideas and organization (ELA-4-M5)
(7.3) Listening/Speaking/Appreciation. The student listens to enjoy and appreciate spoken language.		
(7.3.A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	<i>NA</i>	
(7.3.B) analyze oral interpretations of literature for effects on the listener (6-8); and		37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.3.C) analyze the use of aesthetic language for its effects (6-8).	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.4) Listening/Speaking/Culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture.		

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(7.4.A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.4.B) compare oral traditions across regions and cultures (4-8); and	<i>Approximates</i>	6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA 6 M1)
(7.4.C) identify how language use such as labels and sayings reflects regions and cultures (4-8).	<i>NA</i>	
(7.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.		
(7.5.A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);		28. Adjust diction and enunciation to suit the purpose for speaking (ELA 4 M1)
(7.5.B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);	<i>Implied</i>	36. Deliver grade appropriate research based presentations (ELA 4 M4)
(7.5.C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	<i>NSA</i>	36. Deliver grade appropriate research based presentations (ELA 4 M4)
(7.5.D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.5.E) use effective rate, volume, pitch, and tone for the audience and setting (4-8)		32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA 4 M3)
(7.5.F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	<i>Implied</i>	35. Deliver formal and informal persuasive presentations (ELA 4 M4) 36. Deliver grade appropriate research based presentations (ELA 4 M4)
(7.6) Reading/Word Identification. The student uses a variety of word recognition strategies.		
(7.6.A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	<i>NSA</i>	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.6.B) use structural analysis to identify words, including		1. Develop vocabulary using a variety of strategies, including:

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knowledge of Greek and Latin roots and prefixes/suffixes (7-8); and		<ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.6.C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	<i>Implied</i>	<p>1. Develop vocabulary using a variety of strategies, including:</p> <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1) <p>40. Locate and integrate information from a variety of 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) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)
(7.7) Reading/Fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.		
(7.7.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7);	<i>NA</i>	
(7.7.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) (7);	<i>NA</i>	
(7.7.C) adjust reading rate based on purposes for reading (4-8);	<i>NA</i>	Benchmark ELA-1-M5; not in GLEs
(7.7.D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	<i>NA</i>	
(7.7.E) read silently with increasing ease for longer periods (4-8).	<i>NA</i>	
(7.8) Reading/Variety of Texts. The student reads widely for different purposes in varied sources.		
(7.8.A) read classic and contemporary works (2-8);	<i>Implied</i>	6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA 6 M1)
(7.8.B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	<i>Implied</i>	8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy)

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		<ul style="list-style-type: none"> • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA 6 M3)
(7.8.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); and	<i>Implied</i>	12. Explain the effects of an author's stated purpose for writing (ELA 7 M3)
(7.8.D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	<i>Benchmark ELA-1-H3; GLE 4 Implied</i>	4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> • instructional materials • essays • dramas (ELA 1 M3)
(7.9) Reading/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.		
(7.9.A) develop vocabulary by listening to selections read aloud (4-8);	<i>Implied</i>	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.9.B) draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8);	<i>Implied</i>	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.9.C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage (4-8);		39. Locate and select information using organizational features of grade appropriate resources, including: <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 • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA 5 M1)
(7.9.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-, or un- (4-8);	<i>Implied</i>	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.9.E) study word meanings systematically such as across	<i>Implied</i>	1. Develop vocabulary using a variety of strategies, including:

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curricular content areas and through current events (4-8);		<ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.9.F) distinguish denotative and connotative meanings (6-8); and		1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.9.G) use word origins as an aid to understanding historical influences on English word meanings (6-8).		1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA 1 M1)
(7.10) Reading/Comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty.		
(7.10.A) use his/her own knowledge and experience to comprehend (4-8);	<i>Implied</i>	5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real life situations and other texts (ELA 1 M4)
(7.10.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);	<i>Implied</i>	9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1) 14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.10.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>	4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> • instructional materials • essays • dramas (ELA 1 M3)

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(7.10.D) describe mental images that text descriptions evoke (4-8);	NSA	14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.10.E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	<i>Implied</i>	14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.10.F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);		9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1)
(7.10.G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);		9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1)
(7.10.H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);		9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas

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		<ul style="list-style-type: none"> • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1)
(7.10.I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);		<p>9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1)
(7.10.J) distinguish fact and opinion in various texts (4-8);	<i>Implied</i>	<p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.10.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);	<i>Implied</i>	<p>4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> • instructional materials • essays • dramas (ELA 1 M3) <p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)</p>
(7.10.L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and		<p>43. 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) • works cited lists and/or bibliographies (ELA 5 M3)
(7.10.M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	<i>Implied</i>	<p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.11) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(7.11.A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);		<p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)
(7.11.B) interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8);		<p>5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real life situations and other texts (ELA 1 M4)</p> <p>22. (journal writing) Write for various purposes, including:</p> <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text supported interpretations of elements of grade appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA 2 M6) <p>36. Deliver grade appropriate research based presentations (ELA 4 M4)</p> <p>37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)</p> <p>38. 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)
(7.11.C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and		<p>10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA 7 M2)</p>
(7.11.D) connect, compare, and contrast ideas, themes, and		<p>9. Demonstrate understanding of information in grade</p>

TEKS	Comments	Louisiana GLE
issues across text (4-8).		<p>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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1)
(7.12) Reading/Text Structures/Literary Concepts. The student analyzes the characteristics of various types of texts (genres).		
(7.12.A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);		12. Explain the effects of an author's stated purpose for writing (ELA 7 M3)
(7.12.B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);		<p>8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:</p> <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA 6 M3)
(7.12.C) 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>Approximates</i>	<p>9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1) <p>37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)</p>
(7.12.D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);	NA	
(7.12.E) 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);		<p>8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:</p> <ul style="list-style-type: none"> • fiction (e.g., science fiction/fantasy) • nonfiction (e.g., essays, letters) • poetry (e.g., lyric, narrative) • drama (e.g., short plays) (ELA 6 M3)

TEKS	Comments	Louisiana GLE
(7.12.F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);		2. Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third person points of view • theme development (ELA 1 M2)
(7.12.G) recognize and analyze story plot, setting, and problem resolution (4-8);		2. Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third person points of view • theme development (ELA 1 M2) 7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA 6 M2)
(7.12.H) describe how the author's perspective or point of view affects the text (4-8);	<i>Approximates</i>	13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA 7 M3)
(7.12.I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	<i>Approximates</i>	9. 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 or implied main ideas and explaining how details support ideas • comparing and contrasting literary elements and ideas • making inferences and drawing conclusions • predicting the outcome of a story or situation • identifying literary devices (ELA 7 M1) 14. Analyze grade appropriate print and nonprint texts using various reasoning skills, for example: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • reasoning inductively and deductively • generating a theory or hypothesis • skimming/scanning (ELA 7 M4)

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(7.12.J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and		3. Interpret literary devices, including: <ul style="list-style-type: none"> • symbolism • puns • analogies (ELA 1 M2)
(7.12.K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	<i>Approximates</i>	2. Explain story elements, including: <ul style="list-style-type: none"> • the revelation of character motivation through thoughts, words, and actions • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) • conflicts (e.g., man vs. man, nature, society, self) and their effect on plot • effects of first- and third person points of view • theme development (ELA 1 M2) 3. Interpret literary devices, including: <ul style="list-style-type: none"> • symbolism • puns • analogies (ELA 1 M2)
(7.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources.		
(7.13.A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	<i>Implied</i>	42. Gather and select information using data gathering strategies/tools, including: <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing (ELA 5 M3)
(7.13.B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);		39. Locate and select information using organizational features of grade appropriate resources, including: <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 • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA 5 M1) 43. 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

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> • graphic organizers (e.g., outlines, timelines, charts, webs) • works cited lists and/or bibliographies (ELA 5 M3) <p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)</p>
(7.13.C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);		<p>40. Locate and integrate information from a variety of 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) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2) <p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA 5 M4)</p>
(7.13.D) interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8);		<p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)</p>
(7.13.E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<i>Implied</i>	<p>40. Locate and integrate information from a variety of 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) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2) <p>43. 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) • works cited lists and/or bibliographies (ELA 5 M3)
(7.13.F) produce research projects and reports in effective formats for various audiences (6-8);		<p>43. 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) • works cited lists and/or bibliographies (ELA 5 M3)

TEKS	Comments	Louisiana GLE
		44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA 5 M4)
(7.13.G) draw conclusions from information gathered from multiple sources (4-8);		40. Locate and integrate information from a variety of grade appropriate resources, including: <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) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)
(7.13.H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and		39. Locate and select information using organizational features of grade appropriate resources, including: <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 • features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA 5 M1) 40. Locate and integrate information from a variety of grade appropriate resources, including: <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) • other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2) 41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA 5 M2)
(7.13.I) present organized statements, reports, and speeches using visuals or media to support meaning (6-8).		43. 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) • works cited lists and/or bibliographies (ELA 5 M3)
(7.14) Reading/Culture. The student reads to increase knowledge		

TEKS	Comments	Louisiana GLE
of his/her own culture, the culture of others, and the common elements of cultures.		
(7.14.A) compare text events with his/her own and other readers' experiences (4-8);		6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA 6 M1)
(7.14.B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	<i>Implied</i>	6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA 6 M1)
(7.14.C) articulate and discuss themes and connections that cross cultures (4-8).		6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA 6 M1)
(7.15) Writing/Purposes. The student writes for a variety of audiences and purposes and in a variety of forms.		
(7.15.A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);		22. Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text supported interpretations of elements of grade appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA 2 M6)
(7.15.B) write to influence such as to persuade, argue, and request (4-8);		19. Develop grade appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA 2 M4)
(7.15.C) write to inform such as to explain, describe, report, and narrate (4-8);		22. Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text supported interpretations of elements of grade appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA 2 M6)
(7.15.D) write to entertain such as to compose humorous poems or short stories (4-8);	<i>Implied</i>	22. Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate

TEKS	Comments	Louisiana GLE
		information and reasons <ul style="list-style-type: none"> • evaluations of media, such as television, radio, and the arts • text supported interpretations of elements of grade appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA 2 M6)
(7.15.E) select and use voice and style appropriate to audience and purpose (6-8);		17. Develop grade appropriate compositions on student- or teacher-selected topics that include the following: <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)
(7.15.F) choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);	<i>Implied</i>	20. Use the various modes to write compositions, including: <ul style="list-style-type: none"> • essays based on a stated opinion • fictional narratives (ELA 2 M4) 22. Write for various purposes, including: <ul style="list-style-type: none"> • letters of complaint supported with complete and accurate information and reasons • evaluations of media, such as television, radio, and the arts • text supported interpretations of elements of grade appropriate stories, poems, plays, and novels • applications, such as memberships and library cards (ELA 2 M6)
(7.15.G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and		21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA 2 M5)
(7.15.H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)		15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • established central idea • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic • elaboration (e.g., fact, examples, and/or specific details) • transitional words and phrases that unify ideas and points • overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA 2 M1)

TEKS	Comments	Louisiana GLE
		<p>16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA 2 M1)</p> <p>17. 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)
<p>(7.16) Writing/Penmanship/Capitalization/Punctuation/Spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly.</p>		
<p>(7.16.A) write legibly by selecting cursive or manuscript as appropriate (4-8);</p>	<p>NA</p>	
<p>(7.16.B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);</p>	<p><i>punctuation 23;</i> <i>capitalization NA</i></p>	<p>23. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses (ELA 3 M2)
<p>(7.16.C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);</p>		<p>26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA 3 M5)</p>
<p>(7.16.D) spell frequently misspelled words correctly such as their, they're, and there (7-8);</p>		<p>26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA 3 M5)</p>
<p>(7.16.E) use resources to find correct spellings (4-8);</p>		<p>27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA 3 M5)</p>
<p>(7.16.F) spell accurately in final drafts (4-8);</p>	<p><i>Implied</i></p>	<p>18. Develop grade appropriate compositions by identifying and 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, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher)

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		<ul style="list-style-type: none"> • 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>26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA 3 M5)</p> <p>27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA 3 M5)</p>
(7.16.G) understand the influence of other languages and cultures on the spelling of English words (6-8).	<i>Implied</i>	26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA 3 M5)
(7.17) Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.		
(7.17.A) write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8);		<p>17. 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) <p>23. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> • commas to set off direct quotations, nouns of direct address, and after introductory words or phrases • semicolons or colons to separate independent clauses (ELA 3 M2) <p>24. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA 3 M3)
(7.17.B) use conjunctions to connect ideas meaningfully (4-8);	<i>Implied</i>	25. Apply knowledge of parts of speech in writing, including:

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs (ELA 3 M4)
(7.17.C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);		24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA 3 M3)
(7.17.D) use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8);		25. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs (ELA 3 M4)
(7.17.E) use prepositional phrases to elaborate written ideas (4-8);	<i>Implied</i>	25. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • infinitives and participles • superlative and comparative degrees of adjectives • adverbs (ELA 3 M4)
(7.17.F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	<i>Implied</i>	24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA 3 M3)
(7.17.G) write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's (4-8); and		24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA 3 M3)
(7.17.H) write with increasing accuracy when using pronoun case such as "She had the party." (6-8).		24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures, including complex sentences • antecedents that agree with pronouns in number, person, and gender • sentences without double negatives (ELA 3 M3)
(7.18) Writing/Writing Processes. The student selects and uses writing processes for self-initiated and assigned writing.		
(7.18.A) generate ideas and plans for writing by using prewriting		18. Develop grade appropriate compositions by identifying and

TEKS	Comments	Louisiana GLE
strategies such as brainstorming, graphic organizers, notes, and logs (4-8);		applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.18.B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.18.C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.18.D) revise drafts for coherence, progression, and logical support of ideas (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> • publishing using technology (ELA 2 M3)
(7.18.E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);		<p>18. Develop grade appropriate compositions by identifying and 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, generating 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)
(7.18.F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);		<p>18. Develop grade appropriate compositions by identifying and 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, generating 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>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA 5 M4)</p>
(7.18.G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);		<p>18. Develop grade appropriate compositions by identifying and 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, generating 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
(7.18.H) proofread his/her own writing and that of others (4-8); and		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.18.I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.19) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(7.19.A) apply criteria to evaluate writing (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.19.B) respond in constructive ways to others' writings (4-8);	<i>NA</i>	
(7.19.C) evaluate how well his/her own writing achieves its purposes (4-8);	<i>Implied</i>	18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising

TEKS	Comments	Louisiana GLE
		questions, generating graphic organizers) <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)
(7.19.D) analyze published examples as models for writing (4-8); and	<i>NA</i>	
(7.19.E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).	<i>Implied</i>	18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.20) Writing/Inquiry/Research. The student uses writing as a tool for learning and research.		
(7.20.A) frame questions to direct research (4-8);	<i>Implied</i>	18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating 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)
(7.20.B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes, such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) • drafting • conferencing (e.g., peer and teacher)

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> • revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology (ELA 2 M3)
(7.20.C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	<i>Implied</i>	<p>42. Gather and select information using data gathering strategies/tools, including:</p> <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing (ELA 5 M3)
(7.20.D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	<i>Implied</i>	<p>41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA 5 M2)</p> <p>42. Gather and select information using data gathering strategies/tools, including:</p> <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing (ELA 5 M3) <p>43. 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) • works cited lists and/or bibliographies (ELA 5 M3)
(7.20.E) present information in various forms using available technology (4-8);		<p>43. 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) • works cited lists and/or bibliographies (ELA 5 M3) <p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA 5 M4)</p>
(7.20.F) evaluate his/her own research and frame new questions for further investigation (4-8); and	<i>NA</i>	
(7.20.G) follow accepted formats for writing research, including documenting sources (6-8).		<p>45. Give credit for borrowed information following acceptable use policy, including:</p> <ul style="list-style-type: none"> • integrating quotations and citations • using end notes • creating bibliographies and/or works cited lists (ELA 5 M5)

TEKS	Comments	Louisiana GLE
(7.21) Writing/Connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.		
(7.21.A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);	NA	
(7.21.B) correspond with peers or others via e-mail or conventional mail (4-8); and	NA	
(7.21.C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).	NA	
(7.22) Viewing/Representing/Interpretation. The student understands and interprets visual images, messages, and meanings.		
(7.22.A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);	<i>Approximates</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.22.B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and		46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(7.22.C) use media to compare ideas and points of view (4-8).	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.23) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.		
(7.23.A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);		37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.23.B) compare and contrast print, visual, and electronic media such as film with written story (4-8);	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.23.C) evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8); and		37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA 4 M5)
(7.23.D) evaluate how different media forms influence and inform (6-8).	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and

TEKS	Comments	Louisiana GLE
		delivery (ELA 4 M5)
(7.24) Viewing/Representing/Production. The student produces visual images, messages, and meanings that communicate with others.		
(7.24.A) select, organize, or produce visuals to complement and extend meanings (4-8);		43. 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) • works cited lists and/or bibliographies (ELA 5 M3)
(7.24.B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and		44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA 5 M4)
(7.24.C) assess how language, medium, and presentation contribute to the message (6-8).	<i>Implied</i>	37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propoganda techniques, and delivery (ELA 4 M5)