

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

**ENGLISH LANGUAGE ARTS: Grade 8**

TEKS	Comments	Louisiana GLE
(8.1) Listening/Speaking/Purposes. The student listens actively and purposefully in a variety of settings.		
(8.1.A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	NA	
(8.1.B) eliminate barriers to effective listening (4-8);		32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA 4 M3)  37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.1.C) understand the major ideas and supporting evidence in spoken messages (4-8); and	Not Specifically Addressed (NSA)	34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4 M4)
(8.1.D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).	NSA	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA 4 M2)
(8.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message(s).		
(8.2.A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);		34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4 M4)  37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.2.B) analyze a speaker's persuasive techniques and credibility (7-8);		34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4 M4)  37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.2.C) distinguish between the speaker's opinion and verifiable fact (4-8);	Implied	34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4

TEKS	Comments	Louisiana GLE
		M4) 37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.2.D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	Approximates	30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA 4 M2)
(8.2.E) compare his/her own perception of a spoken message with the perception of others (6-8); and	Implied	34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4 M4)  37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)  38. Participate in group and panel discussions, including: • 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)
(8.2.F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).		34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA 4 M4)  37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.3) Listening/Speaking/Appreciation. The student listens to enjoy and appreciate spoken language.		
(8.3.A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	NA	
(8.3.B) analyze oral interpretations of literature for effects on the listener (6-8); and		37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.3.C) analyze the use of aesthetic language for its effects (6-8).	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media,

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		(e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.4) 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 cultures.		
(8.4.A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.4.B) compare oral traditions across regions and cultures (4-8); and	Approximates	6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA 6 M1)
(8.4.C) identify how language use such as labels and sayings reflects regions and cultures (4-8).	NA	
(8.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.		
(8.5.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)
(8.5.B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);	Implied	35. Deliver grade appropriate persuasive presentations (ELA 4 M4)
(8.5.C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	NSA	
(8.5.D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.5.E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	Implied	35. Deliver grade appropriate persuasive presentations (ELA 4 M4)
(8.5.E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	Implied	36. Summarize a speaker's purpose and point of view (ELA 4 M4)
(8.5.F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	Implied	35. Deliver grade appropriate persuasive presentations (ELA 4 M4)
(8.6) Reading/Word Identification. The student uses a variety of word recognition strategies.		
(8.6.A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	NSA	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.6.B) use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8);		1. Develop vocabulary using a variety of strategies, including:

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and		<ul style="list-style-type: none"> <li>• use of connotative and denotative meanings</li> <li>• use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)</li> </ul>
(8.6.C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	Implied	1. Develop vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of connotative and denotative meanings</li> <li>• use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)</li> </ul>
(8.7) Reading/Fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.		
(8.7.A) read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8);	NA	
(8.7.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) (8);	NA	
(8.7.C) adjust reading rate based on purposes for reading (4-8);	NA	Benchmark ELA-1-M5; not in GLEs
(8.7.D) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	NA	
(8.7.E) read silently with increasing ease for longer periods (4-8).	NA	
(8.8) Reading/Variety of Texts. The student reads widely for different purposes in varied sources.		
(8.8.A) read classic and contemporary works (2-8);	Implied	6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA 6 M1)
(8.8.B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);	Implied	8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., mystery, novel)</li> <li>• nonfiction (e.g., workplace documents, editorials)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g., plays) (ELA 6 M3)</li> </ul>
(8.8.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	Implied	12. Evaluate the effectiveness of an author's purpose (ELA 7 M3)
(8.8.D) read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).	Benchmark ELA-1-H3; GLE 4 Implied	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• epics</li> <li>• consumer materials</li> <li>• public documents (ELA 1 M3)</li> </ul>

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(8.9) Reading/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.		
(8.9.A) develop vocabulary by listening to selections read aloud (4-8);	Implied	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.9.B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);		1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.9.C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);		39. Locate and select information using organizational features of grade appropriate resources, including: • 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 • organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA 5 M1)
(8.9.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);	Implied	1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.9.E) study word meanings systematically such as across curricular content areas and through current events (4-8);		1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.9.F) distinguish denotative and connotative meanings (6-8); and		1. Develop vocabulary using a variety of strategies, including: • use of connotative and denotative meanings • use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA 1 M1)
(8.9.G) use word origins as an aid to understanding historical influences on English word meanings (6-8).	NA	

TEKS	Comments	Louisiana GLE
(8.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.		
(8.10.A) use his/her own knowledge and experience to comprehend (4-8);	Implied	5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real life situations and other texts (ELA 1 M4)
(8.10.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);	Implied	<p>9. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul> <p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(8.10.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);	Implied	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:
(8.10.D) describe mental images that text descriptions evoke (4-8);	NSA	<p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>

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(8.10.E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Implied	14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(8.10.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"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.10.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"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.10.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"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and</li> </ul>

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		ideas within and across texts <ul style="list-style-type: none"> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.10.I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);		9. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.10.J) distinguish fact and opinion in various texts (4-8);	Implied	14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> </ul>
(8.10.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);	Implied	4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• epics</li> <li>• consumer materials</li> <li>• public documents (ELA 1 M3)</li> </ul> 46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(8.10.L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and		43. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA 5 M3)</li> </ul>
(8.10.M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record	Implied	14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:

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(6-8).		<ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> </ul>
(8.11) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(8.11.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, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(8.11.B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);		<p>5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real life situations and other texts (ELA 1 M4)</p> <p>22. Write for a wide variety of purposes, including:</p> <ul style="list-style-type: none"> <li>• persuasive letters that include appropriate wording and tone and that state an opinion</li> <li>• evaluations of advertisements, political cartoons, and speeches</li> <li>• text supported interpretations of elements of grade appropriate stories, poems, plays, and novels (ELA 2 M6)</li> </ul> <p>36. Summarize a speaker's purpose and point of view (ELA 4 M4)</p> <p>37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)</p> <p>38. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> <li>• applying agreed upon rules for formal and informal discussions</li> </ul>

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		<ul style="list-style-type: none"> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA 4 M6)</li> </ul>
(8.11.C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and		10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA 7 M2)
(8.11.D) connect, compare, and contrast ideas, themes, and issues across text (4-8).		9. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.12) Reading/Text Structure/Literary Concepts. The student analyzes the characteristics of various types of texts (genres).		
(8.12.A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);		12. Evaluate the effectiveness of an author's purpose (ELA 7 M3)
(8.12.B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);		8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., mystery, novel)</li> <li>• nonfiction (e.g., workplace documents, editorials)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g., plays) (ELA 6 M3)</li> </ul>
(8.12.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);	Approximates	9. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate information</li> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(8.12.C) compare communication in different forms such as contrasting a dramatic performance with a print version of the	Approximates	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media,

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same story or comparing story variants (2-8);		(e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.12.D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8);	NA	
(8.12.E) understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy (8);		8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., mystery, novel)</li> <li>• nonfiction (e.g., workplace documents, editorials)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g</li> </ul>
(8.12.F) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);		2. Interpret story elements, including: <ul style="list-style-type: none"> <li>• stated and implied themes</li> <li>• development of character types (e.g., flat, round, dynamic, static)</li> <li>• effectiveness of plot sequence and/or subplots</li> <li>• the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot</li> <li>• difference in third person limited and omniscient points of view</li> <li>• how a theme is developed (ELA 1 M2)</li> </ul>
(8.12.G) recognize and analyze story plot, setting, and problem resolution (4-8);		2. Interpret story elements, including: <ul style="list-style-type: none"> <li>• stated and implied themes</li> <li>• development of character types (e.g., flat, round, dynamic, static)</li> <li>• effectiveness of plot sequence and/or subplots</li> <li>• the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot</li> <li>• difference in third person limited and omniscient points of view</li> <li>• how a theme is developed (ELA 1 M2)</li> </ul> 7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA 6 M2)
(8.12.H) describe how the author's perspective or point of view affects the text (4-8);	Approximates	13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA 7 M3)
(8.12.I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	Approximates	9. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events to examine and evaluate</li> </ul>

TEKS	Comments	Louisiana GLE
		<p>information</p> <ul style="list-style-type: none"> <li>• summarizing and paraphrasing to examine and evaluate information</li> <li>• interpreting stated or implied main ideas</li> <li>• comparing and contrasting literary elements and ideas within and across texts</li> <li>• making inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices</li> </ul> <p>14. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> </ul>
(8.12.J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and		<p>3. Interpret literary devices, including:</p> <ul style="list-style-type: none"> <li>• allusions</li> <li>• understatement (meiosis)</li> <li>• how word choice and images appeal to the senses and suggest mood and tone</li> <li>• the use of foreshadowing and flashback to direct plot development</li> <li>• the effects of hyperbole and symbolism (ELA 1 M2)</li> </ul>
(8.12.K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	Approximates	<p>2. Interpret story elements, including:</p> <ul style="list-style-type: none"> <li>• stated and implied themes</li> <li>• development of character types (e.g., flat, round, dynamic, static)</li> <li>• effectiveness of plot sequence and/or subplots</li> <li>• the relationship of conflicts and multiple conflicts (e.g., man vs man, nature, society, self) to plot</li> <li>• difference in third person limited and omniscient points of view</li> <li>• how a theme is developed (ELA 1 M2)</li> </ul> <p>3. Interpret literary devices, including:</p> <ul style="list-style-type: none"> <li>• allusions</li> <li>• understatement (meiosis)</li> <li>• how word choice and images appeal to the senses and suggest mood and tone</li> <li>• the use of foreshadowing and flashback to direct plot development</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>• the effects of hyperbole and and symbolism (ELA 1 M2)</li> </ul>
(8.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources.		
(8.13.A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	Implied	<p>42. Gather and select information using data gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing (ELA 5 M3)</li> </ul>
(8.13.B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);		<p>39. Locate and select information using organizational features of grade appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).</li> <li>• electronic storage devices (e.g., CD-ROMS, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> <li>• organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)</li> </ul> <p>43. Generate grade appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul> <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>
(8.13.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"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul>

TEKS	Comments	Louisiana GLE
		44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA 5 M4)
(8.13.D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);		46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(8.13.E) summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	Implied	40. Locate and integrate information from a variety of grade appropriate resources, including: <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul> 43. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>
(8.13.F) produce research projects and reports in effective formats for various audiences (6-8);		43. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul> 44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA 5 M4)
(8.13.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"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul>
(8.13.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

TEKS	Comments	Louisiana GLE
		<p>resources, including:</p> <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).</li> <li>• electronic storage devices (e.g., CD-ROMS, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> <li>• organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)</li> </ul> <p>40. Locate and integrate information from a variety of grade appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul> <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>
(8.13.I) present organized statements, reports, and speeches using visuals or media to support meaning (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"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>
(8.14) Reading/Culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(8.14.A) compare text events with his/her own and other readers' experiences (4-8);		<p>6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA 6 M1)</p>
(8.14.B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Implied	<p>6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA 6 M1)</p>
(8.14.C) articulate and discuss themes and connections that cross cultures (4-8).		<p>6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA 6 M1)</p>

TEKS	Comments	Louisiana GLE
(8.15) Writing/Purposes. The student writes for a variety of audiences and purposes and in a variety of forms.		
(8.15.A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);		22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> <li>• persuasive letters that include appropriate wording and tone and that state an opinion</li> <li>• evaluations of advertisements, political cartoons, and speeches</li> <li>• text supported interpretations of elements of grade appropriate stories, poems, plays, and novels (ELA 2 M6)</li> </ul>
(8.15.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, and persuasion), emphasizing narration and exposition (ELA 2 M4)
(8.15.C) write to inform such as to explain, describe, report, and narrate (4-8);		22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> <li>• persuasive letters that include appropriate wording and tone and that state an opinion</li> <li>• evaluations of advertisements, political cartoons, and speeches</li> <li>• text supported interpretations of elements of</li> </ul>
(8.15.D) write to entertain such as to compose humorous poems or short stories (4-8);	Implied	22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> <li>• persuasive letters that include appropriate wording and tone and that state an opinion</li> <li>• evaluations of advertisements, political cartoons, and speeches</li> <li>• text supported interpretations of elements of</li> </ul>
(8.15.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"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA 2 M2)</li> </ul>
(8.15.F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8);	Implied	20. Use the various modes to write compositions, including: <ul style="list-style-type: none"> <li>• short stories developed with literary devices</li> <li>• problem/solution essays</li> <li>• essays defending a stated position (ELA 2 M4)</li> </ul>

TEKS	Comments	Louisiana GLE
		22. Write for a wide variety of purposes, including: <ul style="list-style-type: none"> <li>• persuasive letters that include appropriate wording and tone and that state an opinion</li> <li>• evaluations of advertisements, political cartoons, and speeches</li> <li>• text supported interpretations of elements of grade appropriate stories, poems, plays, and novels (ELA 2 M6)</li> </ul>
(8.15.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 understatements and allusions (ELA 2 M5)
(8.15.H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).		15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> <li>• a clearly stated focus or central idea</li> <li>• important ideas or events stated in a selected order</li> <li>• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> <li>• elaboration (anecdotes, relevant facts, examples, and/or specific details)</li> <li>• transitional words and phrases that unify ideas and points</li> <li>• an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA 2 M1)</li> </ul> 16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA 2 M1)  17. Develop grade appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA 2 M2)</li> </ul>

TEKS	Comments	Louisiana GLE
(8.16) Writing/Penmanship/Capitalization/Punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.		
(8.16.A) write legibly by selecting cursive or manuscript as appropriate (4-8);	NA	
(8.16.B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);	punctuation 23; capitalizaation NA	23. Use standard English capitalization and punctuation consistently (ELA 3 M2)
(8.16.C) spell derivatives correctly by applying the spellings of bases and affixes (7-8);		26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(8.16.D) spell frequently misspelled words correctly such as their, they're, and there (7-8);		26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(8.16.E) use resources to find correct spellings (4-8);		27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA 3 M5)
(8.16.F) spell accurately in final drafts (4-8); and	Implied	<p>18. Develop grade appropriate compositions by identifying and applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul> <p>26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and 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>
(8.16.G) understand the influence of other languages and cultures on the spelling of English words (6-8).	Implied	26. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(8.17) Writing/Grammar/Usage. The student applies standard		

TEKS	Comments	Louisiana GLE
grammar and usage to communicate clearly and effectively in writing.		
(8.17.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"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA 2 M2)</li> </ul> <p>23. Use standard English capitalization and punctuation consistently (ELA 3 M2)</p> <p>24. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA 3 M3)</li> </ul>
(8.17.B) use conjunctions to connect ideas meaningfully (4-8);	Implied	<p>25. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>• infinitives, participles, and gerunds</li> <li>• superlative and comparative degrees of adjectives</li> <li>• adverbs (ELA 3 M4)</li> </ul>
(8.17.C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	Implied	<p>24. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA 3 M3)</li> </ul>
(8.17.D) use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);		<p>25. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>• infinitives, participles, and gerunds</li> <li>• superlative and comparative degrees of adjectives</li> <li>• adverbs (ELA 3 M4)</li> </ul>
(8.17.E) use prepositional phrases to elaborate written ideas (4-8);	Implied	<p>25. Apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>• infinitives, participles, and gerunds</li> <li>• superlative and comparative degrees of adjectives</li> <li>• adverbs (ELA 3 M4)</li> </ul>

TEKS	Comments	Louisiana GLE
(8.17.F) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);	Implied	24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA 3 M3)</li> </ul>
(8.17.G) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's (4-8); and		24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA 3 M3)</li> </ul>
(8.17.H) write with increasing accuracy when using pronoun case such as "She stepped between them and us." (6-8).		24. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• varied sentence structures and patterns, including complex sentences</li> <li>• phrases and clauses used correctly as modifiers (ELA 3 M3)</li> </ul>
(8.18) Writing Processes. The student selects and uses writing processes for self-initiated and assigned writing.		
(8.18.A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>

TEKS	Comments	Louisiana GLE
(8.18.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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);		18. Develop grade appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul> <p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA 5 M4)</p>
(8.18.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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.H) proofread his/her own writing and that of others (4-8); and		<p>18. Develop grade appropriate compositions by identifying and applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.18.I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.19) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(8.19.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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.19.B) respond in constructive ways to others' writings (4-8);		
(8.19.C) evaluate how well his/her own writing achieves its purposes (4-8);	Implied	18. Develop grade appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.19.D) analyze published examples as models for writing (4-8); and	NA	
(8.19.E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).	Implied	18. Develop grade appropriate compositions by identifying and applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.20) Writing/Inquiry/Research. The student uses writing as a		

TEKS	Comments	Louisiana GLE
tool for learning and research.		
(8.20.A) frame questions to direct research (4-8);	Implied	<p>18. Develop grade appropriate compositions by identifying and applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.20.B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (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"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(8.20.C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	Implied	<p>42. Gather and select information using data gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing (ELA 5 M3)</li> </ul>
(8.20.D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	Implied	<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"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing (ELA 5 M3)</li> </ul> <p>43. Generate grade appropriate research reports that include information presented in a variety of forms, including:</p>

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		<ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>
(8.20.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"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul> <p>44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA 5 M4)</p>
(8.20.F) evaluate his/her own research and frame new questions for further investigation (4-8); and	NA	
(8.20.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"> <li>• integrating quotations and citations</li> <li>• using endnotes</li> <li>• creating bibliographies and/or works cited lists (ELA 5 M5)</li> </ul>
(8.21) Writing/Connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.		
(8.21.A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8);	NA	
(8.21.B) correspond with peers or others via e-mail or conventional mail (4-8); and	NA	
(8.21.C) identify challenges faced by published authors and strategies they use to compose various types of text (7-8).	NA	
(8.22) Viewing/Representing/Interpretation. The student understands and interprets visual images, messages, and meanings.		
(8.22.A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);	Approximates	<p>37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)</p>
(8.22.B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology		<p>46. Interpret information from a variety of graphic organizers including timelines, charts, schedules,</p>

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presentations (4-8); and		tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(8.22.C) use media to compare ideas and points of view (4-8).	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.23) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.		
(8.23.A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);		37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.23.B) compare and contrast print, visual, and electronic media such as film with written story (4-8);	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.23.C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and		37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.23.D) evaluate how different media forms influence and inform (6-8).	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)
(8.24) Viewing/Representing/Production. The student produces visual images, messages, and meanings that communicate with others.		
(8.24.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"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>
(8.24.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 documented research reports with bibliographies (ELA 5 M4)
(8.24.C) assess how language, medium, and presentation contribute to the message (6-8).	Implied	37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA 4 M5)

