



Vertical Alignment

English Language Arts and Reading

Grade 5

Oral and Written Conventions

Grade 4	Grade 5	Grade 6
Introduction		
<p>§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.</p>	<p>§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.10 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.</p>	<p>§110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.17 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</p>
<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

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skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.
For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
During initial stages of English development, ELLs are	During initial stages of English development, ELLs are	During initial stages of English development, ELLs are

Grade 4	Grade 5	Grade 6
expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section.	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.
To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

Oral and Written Conventions/Conventions.

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<p>4.20 Oral and Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>5.20 Oral and Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>	<p>6.19 Oral and Written Conventions/Conventions. <i>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i></p>
<p>TxCCRS B.Writing across the curriculum</p>	<p>TxCCRS B.Writing across the curriculum</p>	<p>TxCCRS B.Writing across the curriculum</p>
<p>A5 <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>	<p>A5 <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>	<p>A5 <i>Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</i></p>
<p>B1 <i>Write clearly and coherently using standard writing conventions.</i></p>	<p>B1 <i>Write clearly and coherently using standard writing conventions.</i></p>	<p>B1 <i>Write clearly and coherently using standard writing conventions.</i></p>
<p>4.20A <i>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</i> Readiness Standard Use, Understand THE FUNCTION OF THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING, AND SPEAKING: STAAR Note: Questions related to parts of speech may include the following:</p>	<p>5.20A <i>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</i> Use, Understand THE FUNCTION OF THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING, AND SPEAKING:</p>	<p>6.19A <i>Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</i> Use, Understand THE FUNCTION OF THE FOLLOWING PARTS OF SPEECH IN THE CONTEXT OF READING, WRITING, AND SPEAKING: STAAR Note: Leads to Readiness Standard 7.19A</p>

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<ul style="list-style-type: none"> • Subject/verb agreement • Consistent verb tense • Irregular verbs (past tense) • Adverb usage (e.g., <i>good</i> vs. <i>well</i>) <p>(i) verbs (irregular verbs) <i>Supporting Standard</i></p> <p>Irregular verb – a verb that does not follow the normal rules of conjugation (e.g., <i>go, went, gone</i> as forms of <i>to go</i>)</p> <p>Possible examples of irregular verbs:</p> <ul style="list-style-type: none"> • Eat, ate, eaten • Fly, flew, flown • Ring, rang, rung • Write, wrote, written 	<p>(i) verbs (irregular verbs and active voice)</p> <p>Irregular verb – a verb that does not follow the normal rules of conjugation (e.g., <i>go, went, gone</i> as forms of <i>to go</i>)</p> <p>Active voice – sentence structure in which the subject performs the action of the verb (e.g., <i>the dog bit the boy</i>), rather than being acted upon (e.g., <i>the boy was bitten by the dog</i>)</p>	<p>(i) verbs (irregular verbs and active and passive voice)</p> <p>Irregular verb – a verb that does not follow the normal rules of conjugation (e.g., <i>go, went, gone</i> as forms of <i>to go</i>)</p> <p>Active voice – sentence structure in which the subject performs the action of the verb (e.g., <i>The dog bit the boy</i>), rather than being acted upon (e.g., <i>The boy was bitten by the dog</i>.)</p> <p>Passive voice – sentence structure in which the subject of the verb is being acted upon by the verb (e.g., <i>He was hit by the ball</i>.)</p> <p>STAAR Note: Leads to <i>Supporting Standard 7.19Ai</i></p>
<p>(ii) nouns (singular/plural, common/proper) <i>Supporting Standard</i></p> <p>Noun – names a person, place, thing or idea</p> <p>Singular noun – names a single (one) person, place, or thing (e.g., boy, house, cat)</p> <p>Plural noun – names more than one person, place, or thing (e.g., boys, houses, cats)</p> <p>Common noun – a general name of a person, place, thing, or an idea (e.g., boy,</p>	<p>(ii) collective nouns (e.g., class, public)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use appropriate subject-verb agreement in sentences <p>Collective noun – a noun that is singular in form but names a group of people, animals, or things (e.g., crew, herd, bundle)</p>	<p>(ii) non-count nouns (e.g., rice, paper)</p> <p>Non-count nouns – a singular form noun that cannot be made plural because it is considered as a whole unit rather than parts. Non-count nouns also include abstractions (e.g., <i>progress</i>) or words that have collective meaning (e.g., <i>furniture</i>). Examples of non-count nouns include: anger, courage, advice, homework, water, air, clothing, coffee, warmth, and rice.</p>

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<p>city)</p> <p>Proper noun – names a specific person, place, thing, or idea; is always capitalized (e.g., John, Chicago)</p> <p>Other possible types of nouns:</p> <ul style="list-style-type: none"> Concrete noun – names something you can see, touch, taste, hear, or smell (e.g., dog, table, book) Abstract noun – names an idea, a feeling, emotion, or quality (e.g., happiness, freedom, etc.) 		
<p>(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest)</p> <p>Supporting Standard</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Comparative adjectives using -er and -ier Superlative adjectives using -est <p>Adjective – a word that describes a noun or a pronoun</p> <p>Purpose adjective – describes a noun's purpose (e.g., <u>sleeping bag</u>, <u>frying pan</u>)</p> <p>Comparative – the form of an adjective used to compare two or more things. Comparatives are formed using -er (e.g., <i>taller</i>, <i>faster</i>), -ier (e.g., <i>happier</i>), or the word <i>more</i> (e.g., <i>more traditional</i>).</p>	<p>(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Comparative adjectives using -er and -ier Superlative adjectives using -est Irregular comparative and superlative adjectives (e.g., good, better, best) <p>Adjective – a word that describes a noun or a pronoun</p> <p>Origin adjective – describes where something came from (e.g., I have an <u>American car</u>.)</p> <p>Comparative – the form of an adjective used to compare two or more things. Comparatives are formed using -er (e.g., <i>taller</i>, <i>faster</i>), -ier (e.g., <i>happier</i>), or the word <i>more</i> (e.g., <i>more</i></p>	<p>(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Many, more, most Irregular predicate adjectives (e.g., bad, worse, worst) <p>Predicate adjective – an adjective used with a linking verb that describes the subject (e.g., <i>beautiful</i> in <i>Mary is beautiful</i>)</p> <p>Comparative adjective – the form of an adjective used to compare two or more things.</p> <p>Comparatives are formed using -er (e.g., <i>taller</i>, <i>faster</i>), -ier (e.g., <i>happier</i>), or the word <i>more</i> (e.g., <i>more traditional</i>).</p> <p>Superlative adjective – an adjective indicating the greatest (or least) degree of something. A</p>

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<p>Superlative – an adjective indicating the greatest (or least) degree of something. A superlative is usually formed using -est (e.g., <i>the best and the brightest</i>).</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)</p> <p>Supporting Standard</p> <p>Adverb – a word that describes a verb, an adjective, or another adverb</p> <p>Adverbs of frequency – tell how often an action takes place (e.g., The teacher <u>usually</u> gives us free time.)</p> <p>Adverbs of intensity/degree – tell how strong the action is (e.g., She was <u>very</u> tired.)</p>	<p><i>traditional).</i></p> <p>Superlative – an adjective indicating the greatest (or least) degree of something. A superlative is usually formed using -est (e.g., <i>the best and the brightest</i>).</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)</p>	<p>superlative is usually formed using -est (e.g., <i>the best and the brightest</i>).</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed)</p> <p>Conjunctive adverb – an adverb (e.g., <i>however, nonetheless, therefore</i>) that introduces or connects independent clauses and that shows cause and effect, comparison, contrast, or some other relationship between clauses</p> <p>Examples of conjunctive adverbs:</p> <ul style="list-style-type: none"> • consequently • furthermore • indeed • however • nonetheless • therefore • meanwhile <p>STAAR Note: Leads to <i>Supporting Standard 7.19Aiv</i></p>
<p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>Supporting Standard</p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., <i>at in at school</i>)</p>	<p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., <i>at in at school or of in of your writing</i>)</p>	<p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details</p> <p>Preposition – a word that relates its object to another word in the sentence (e.g., <i>at in at school or of in of your writing</i>)</p>

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<p><i>or of in of your writing)</i></p> <p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., <i>on the road</i> and <i>by now</i>)</p>	<p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., <i>on the road</i> and <i>by now</i>)</p>	<p>Prepositional phrase – a phrase that begins with a preposition and is followed by an object (e.g., <i>on the road</i> and <i>by her</i>)</p> <p>STAAR Note: Leads to <i>Supporting Standard 7.19Av</i></p>
<p>(vi) reflexive pronouns (e.g., myself, ourselves) <i>Supporting Standard</i></p> <p>Reflexive pronoun – refers back to the subject of the sentence (e.g., <i>myself, himself, herself, yourself, itself, themselves, yourselves, ourselves</i>)</p> <p>Examples of reflexive pronouns:</p> <ul style="list-style-type: none"> • myself • ourselves • himself • herself • itself • themselves • yourselves 	<p>(vi) indefinite pronouns (e.g., all, both, nothing, anything)</p> <p>Indefinite pronoun – a pronoun that does not refer to a specific person or thing</p> <p>Examples of indefinite pronouns:</p> <ul style="list-style-type: none"> • all • both • nothing • anything • several • some • something 	<p>(vi) indefinite pronouns (e.g., all, both, nothing, anything)</p> <p>Indefinite pronoun – a pronoun that does not refer to a specific person or thing</p> <p>Examples of indefinite pronouns:</p> <ul style="list-style-type: none"> • all • both • nothing • anything • each • everyone • many • several • some <p>STAAR Note: Leads to <i>Supporting Standard 7.19Avi</i></p>
<p>(vii) correlative conjunctions (e.g., either/or, neither/nor) <i>Supporting Standard</i></p> <p>Correlative conjunction – pairs of words that are used to link other words together</p>	<p>(vii) subordinating conjunctions (e.g., while, because, although, if)</p> <p>Subordinating conjunction – introduces a dependent clause and connects it to an independent clause (e.g., <i>because, when, unless</i>)</p>	<p>(vii) subordinating conjunctions (e.g., while, because, although, if)</p> <p>Subordinating conjunction – introduces a dependent clause and connects it to an independent clause (e.g., <i>because, when, unless</i>)</p>

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<p>Examples of correlative conjunctions:</p> <ul style="list-style-type: none"> • both/and • either/or • neither/nor • not only/but also • just as/so • whether/or <p>Example of usage:</p> <ul style="list-style-type: none"> • <u>Both</u> students <u>and</u> teachers were at the assembly. 	<p>Examples of subordinating conjunctions:</p> <ul style="list-style-type: none"> • while • because • although • if • when • unless <p>Example of usage:</p> <ul style="list-style-type: none"> • <i>Both students and teachers were at the assembly</i> <u>because</u> of a special guest. <p>Independent clause – a group of words containing a subject and a verb that can stand alone as a complete sentence; also called a main clause</p> <p>Dependent clause – a group of words with a subject and a verb that modifies a main or independent clause to which it is joined (e.g., <i>until you leave</i> in <i>I will wait until you leave</i>); also called a subordinate clause</p>	<p>Examples of subordinating conjunctions:</p> <ul style="list-style-type: none"> • while • because • although • if • when • unless • since • whereas <p>Example of usage:</p> <ul style="list-style-type: none"> • <i>Both students and teachers were at the assembly</i> <u>because</u> of a special guest. <p>Independent clause – a group of words containing a subject and a verb that can stand alone as a complete sentence; also called a main clause</p> <p>Dependent clause – a group of words with a subject and a verb that modifies a main or independent clause to which it is joined (e.g., <i>until you leave</i> in <i>I will wait until you leave</i>); also called a subordinate clause</p> <p>STAAR Note: Leads to <i>Supporting Standard 7.19Avii</i></p>
<p>(viii) use time-order transition words and transitions that indicate a conclusion <i>Supporting Standard</i></p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are</p>	<p>(viii) transitional words (e.g., also, therefore)</p> <p>Transitional words and phrases – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs together smoothly so that there are not abrupt jumps or breaks between ideas.</p>	<p>(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to)</p> <p>Transitional word/phrase – words or phrases that help to sustain a thought or idea through the writing. They link sentences and paragraphs</p>

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<p>not abrupt jumps or breaks between ideas.</p> <p>Possible examples of time-order transition words include:</p> <ul style="list-style-type: none"> First, soon, immediately, while, during, occasionally, second, then, at that time, meanwhile, when, frequently, now, until, already, after, in the meantime, next <p>Conclusion transition words – words or phrases that help the reader or writer conclude thoughts or ideas (e.g., in other words, to sum up, finally, in summary, in conclusion, on the whole, lastly)</p> <p>Possible examples of transitions that indicate a conclusion:</p> <ul style="list-style-type: none"> In other words, to sum up, finally, in summary, in conclusion, on the whole, lastly, etc. 		<p>together smoothly so that there are no abrupt jumps or breaks between ideas.</p> <p>Note: Refer to 6.10C for skills related to organizational patterns.</p> <p>STAAR Note: Leads to <i>Supporting Standard 7.19Aviii</i></p>
		<p>6.19B</p> <p>Differentiate between the active and passive voice and know how to use them both.</p> <p>Differentiate</p> <p>BETWEEN THE ACTIVE AND PASSIVE VOICE AND KNOW HOW TO USE THEM BOTH</p> <p>Active voice – sentence structure in which the subject performs the action of the verb (e.g., <i>The dog bit the boy.</i>), rather than being acted upon (e.g., <i>The boy was bitten by the dog.</i>)</p>

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		<p>Passive voice – sentence structure in which the subject of the verb is being acted up by the verb (e.g., <i>He was hit by the ball.</i>)</p> <p>Note: Refer to 6.19Ai for related skills on active and passive verbs.</p>
<p>4.20B Use the complete subject and the complete predicate in a sentence.</p> <p>Readiness Standard</p> <p>Use THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE Including, but not limited to:</p> <ul style="list-style-type: none"> Compound subject – made up of two or more simple subjects sharing the same verb and joined by a conjunction (e.g., <u>The dog and cat</u> chased the birds.) <p>Complete subject – all the words that tell who or what the sentence is about (e.g., <u>The furry dog</u> barks at night.)</p> <p>Complete predicate – all the words that tell what the subject does, did, is, or was (e.g., The furry dog <u>barks at night.</u>)</p>	<p>5.20B Use the complete subject and the complete predicate in a sentence.</p> <p>Use THE COMPLETE SUBJECT AND THE COMPLETE PREDICATE IN A SENTENCE Complete subject – all the words that tell what the sentence is about (e.g., <u>The furry dog</u> barks at night.)</p> <p>Complete predicate – all the words that tell what the subject does, did, is, or was (e.g., The furry dog <u>barks at night.</u>)</p>	

Grade 4	Grade 5	Grade 6
<p>4.20C Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>Supporting Standard</p> <p>Use COMPLETE SIMPLE AND COMPOUND SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Singular subjects • Plural subjects <p>Simple sentence – a sentence with one clause (e.g., <i>the chicken crossed the road</i>)</p> <p>Compound sentence – a sentence composed of at least two independent clauses linked with a conjunction (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Run-on sentence – consists of two or more simple sentences missing either proper punctuation or coordinating conjunction (e.g., Charlotte built her web others came to see it.)</p> <p>Fragment – part of a sentence (an incomplete thought) that is missing a subject or predicate (e.g., Built a web. The busy spider.)</p>	<p>5.20C Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>Use COMPLETE SIMPLE AND COMPOUND SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Including, but not limited:</p> <ul style="list-style-type: none"> • Subjects differing in number <p>Simple sentence – a sentence with one clause (e.g., <i>the chicken crossed the road</i>)</p> <p>Compound sentence – a sentence composed of at least two independent clauses linked with a conjunction (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Run-on sentence – consists of two or more simple sentences missing either proper punctuation or coordinating conjunction (e.g., Charlotte built her web others came to see it.)</p> <p>Fragment – part of a sentence (an incomplete thought) that is missing a subject or predicate (e.g., Built a web. The busy spider.)</p>	<p>6.19C Use complete simple and compound sentences with correct subject-verb agreement.</p> <p>Use COMPLETE SIMPLE AND COMPOUND SENTENCES WITH CORRECT SUBJECT-VERB AGREEMENT</p> <p>Simple sentence – a sentence with one clause (e.g., <i>The chicken crossed the road</i>)</p> <p>Compound sentence – a sentence composed of at least two independent clauses linked with a conjunction (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Run-on sentence – consists of two or more simple sentences missing either proper punctuation or coordinating conjunction (e.g., Charlotte built her web others came to see it.)</p> <p>Fragment – part of a sentence (an incomplete thought) that is missing a subject or predicate (e.g., Built a web. The busy spider.)</p> <p>STAAR Note: Leads to Readiness Standard 7.19C</p>

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.

4.21	5.21	6.20
Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write

Grade 4	Grade 5	Grade 6
<i>legibly and use appropriate capitalization and punctuation conventions in their compositions.</i> Students are expected to:	<i>legibly and use appropriate capitalization and punctuation conventions in their compositions.</i> Students are expected to:	<i>legibly and use appropriate capitalization and punctuation conventions in their compositions.</i> Students are expected to:
<p>4.21A Write legibly by selecting cursive script or manuscript printing as appropriate.</p> <p>Write</p> <p>LEGIBLY BY SELECTING CURSIVE SCRIPT OR MANUSCRIPT PRINTING AS APPROPRIATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Gain proficient control of pencil grip, paper position, stroke, and posture • Use appropriate letter formation, size, and spacing • Maintain a consistent and appropriate slant in cursive or manuscript 		
<p>4.21B Use capitalization for: <i>Readiness Standard</i></p> <p>Use</p> <p>CAPITALIZATION FOR:</p> <p>(i) historical events and documents <i>Supporting Standard</i></p> <p>Possible examples:</p>	<p>5.21A Use capitalization for:</p> <p>Use</p> <p>CAPITALIZATION FOR:</p>	<p>6.20A Use capitalization for:</p> <p>Use</p> <p>CAPITALIZATION FOR:</p> <p>STAAR Note: Leads to Readiness Standard 7.20A</p>

Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> Historical events (e.g., Battle of the Alamo, Battle of San Jacinto, Texas Revolution, etc.) Historical documents (e.g., Texas Declaration of Independence, Treaty of Velasco) <p>(ii) titles of books, stories, and essays <i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Capitalize the first, last, and all the main words in titles (e.g., Time for Kids, New York Times, America the Beautiful, Green Eggs and Ham, etc.) 		
<p>(iii) languages, races, and nationalities <i>Supporting Standard</i></p> <p>Possible examples:</p> <ul style="list-style-type: none"> Languages (e.g., English, Spanish, French, etc.) Race – a group of persons of common descent or heredity (e.g., Asian Caucasian, Hispanic, etc.) Nationality – the status of belonging to a particular nation whether by birth or nationalization (e.g., American, Mexican, Vietnamese, etc.) 		<p>(i) abbreviations</p>

Grade 4	Grade 5	Grade 6
	<p>Abbreviation – a shortened or contracted form of a word or phrase (e.g., Mr., Mrs., St., Blvd., Ave., Gen., Col., Lt., Dr.)</p> <p>Note: Abbreviations require a period at the end.</p>	<p>Abbreviation – a shortened or contracted form of a word or phrase (e.g., Mr., Mrs., St., Blvd., Ave., Gen., Col., Lt., Dr.)</p> <p>Note: Abbreviations require a period at the end.</p>
	<p>(ii) initials and acronyms</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Initials (e.g., C.S. Lewis, J.K. Rowling, LBJ, etc.) • Acronyms (e.g., RSVP, NASA, FBI, etc.) <p>Note: Initials are separated by periods, but acronyms do not require periods.</p>	<p>(ii) initials and acronyms</p> <p>Possible examples include:</p> <ul style="list-style-type: none"> • Initials (e.g., C.S. Lewis, J.K. Rowling, LBJ, etc.) • Acronyms (e.g., RSVP, NASA, FBI, etc.) <p>Note: Initials are separated by periods, but acronyms do not require periods.</p>
	<p>(iii) organizations</p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Organizations (e.g., National Aeronautics and Space Administration; Federal Bureau of Investigation) 	<p>(iii) organizations</p> <p>Possible examples include:</p> <ul style="list-style-type: none"> • Organizations (e.g., National Aeronautics and Space Administration; Federal Bureau of Investigation)
<p>4.21C</p> <p>Recognize and use punctuation marks including:</p> <p><i>Readiness Standard</i></p> <p>Recognize, Use</p> <p>PUNCTUATION MARKS INCLUDING:</p>	<p>5.21B</p> <p>Recognize and use punctuation marks including:</p> <p>Recognize, Use</p> <p>PUNCTUATION MARKS INCLUDING:</p>	<p>6.20B</p> <p>Recognize and use punctuation marks including:</p> <p>Recognize, Use</p> <p>PUNCTUATION MARKS INCLUDING:</p> <p>STAAR Note: Leads to <i>Readiness Standard 7.20B</i></p>

Grade 4	Grade 5	Grade 6
<p>(i) commas in compound sentences Supporting Standard</p> <p>A comma precedes the coordinating conjunction (e.g., I lost my ring, but Mom found it.)</p> <p>Compound sentence – consists of two or more simple sentences joined by a conjunction and a comma</p> <p>Other possible grade-appropriate uses of commas:</p> <ul style="list-style-type: none"> • Between the city and state (e.g., Austin, Texas) • After a salutation and closing in a letter (e.g., Dear _____, Sincerely,) • Between two adjectives preceding a noun (e.g., It was a <u>hot, sunny</u> day.) 	<p>(i) commas in compound sentences</p> <p>A comma precedes the coordinating conjunction (e.g., I lost my ring, but Mom found it.)</p> <p>Compound sentence – consists of two or more simple sentences joined by a conjunction and a comma.</p> <p>Other possible grade-appropriate uses of commas:</p> <ul style="list-style-type: none"> • Between the city and state (e.g., Austin, Texas) • After a salutation and closing in a letter (e.g., Dear _____, Sincerely,) • Between two adjectives preceding a noun (e.g., It was a <u>hot, sunny</u> day.) 	<p>(i) commas in compound sentences</p> <p>Compound sentence – consists of two or more simple sentences joined by a conjunction and a comma. A comma precedes the coordinating conjunction. (e.g., I lost my ring, but Mom found it.)</p> <p>STAAR Note: Leads to <i>Supporting Standard 7.20B</i></p>
<p>(ii) quotation marks Supporting Standard</p> <p>Possible examples of usage:</p> <ul style="list-style-type: none"> • Direct quotation at the beginning and end of a sentence - use quotation marks before and after a direct quotation (e.g., Mom said, "Go clean your room.") • Use quotation marks before and after the names of articles in magazines and newspapers, the titles of chapters in books, songs, and poems 	<p>(ii) proper punctuation and spacing for quotations</p> <p>Possible examples of usage:</p> <ul style="list-style-type: none"> • Use quotation marks, spacing, and other punctuation marks (e.g., commas, periods, questions marks) as applicable before and after a direct quotation including: <ul style="list-style-type: none"> ◦ Beginning of the sentence (e.g., "I became a doctor because of my desire to help people," she said.) ◦ Middle of the sentence-not divided 	<p>(ii) proper punctuation and spacing for quotations</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use quotation marks, spacing, and other punctuation marks (e.g., commas, periods, questions marks) as applicable before and after a direct quotation including: <ul style="list-style-type: none"> ◦ Beginning of the sentence (e.g., "I became a doctor because of my desire to help people," she said.) ◦ Middle of the sentence-not divided

Grade 4	Grade 5	Grade 6
<p>Note: While teaching how to punctuate quotations, also teach the rules for capitalization in quotations including capitalizing the first word in a direct quotation that is a complete sentence.</p>	<p>(e.g., She said, "I became a doctor because of my desire to help people," to the crowd of one hundred people.)</p> <ul style="list-style-type: none"> ◦ Middle of the sentence-divided (e.g., "I became a doctor," she said, "because of my desire to help people.") ◦ End of the sentence (e.g., She said, "I became a doctor because of my desire to help people.") <p>Note: While teaching how to punctuate quotations, also teach the rules for capitalization in quotations including capitalizing the first word in a direct quotation that is a complete sentence.</p>	<p>(e.g., She said, "I became a doctor because of my desire to help people," to the crowd of one hundred people.)</p> <ul style="list-style-type: none"> ◦ Middle of the sentence-divided (e.g., "I became a doctor," she said, "because of my desire to help people.") ◦ End of the sentence (e.g., She said, "I became a doctor because of my desire to help people.") • Do not use quotation marks for indirect quotations (e.g., The woman said that she choose to be a doctor in order to help others.) <p>Note: While teaching how to punctuate quotations, also teach the rules for capitalization in quotations including capitalizing the first word in a direct quotation that is a complete sentence.</p>
		<p>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements)</p> <p>Possible uses of parentheses:</p> <ul style="list-style-type: none"> • To indicate additional information within a sentence <ul style="list-style-type: none"> • Example: <i>The teacher (who always has a smile) greeted the students.</i> • To surround numbers or letters in a list <ul style="list-style-type: none"> • Example: <i>Before you go to bed, (1) do your homework, (2) clean your room, and (3) brush your</i>

Grade 4**Grade 5****Grade 6**

teeth.

- To enclose a date
 - Example: *George Washington (1732-1799) was our first president.*

Possible uses of brackets:

- To insert something that is already enclosed in parentheses
 - Example: *The book (which was very long [968 pages]) was difficult to finish.*
- To insert words or phrases giving further explanation to direct quotations
 - Example: *The student said, "It [the baked macaroni] was my favorite dish."*

Possible uses of ellipses:

- To show an omission in a quotation
 - Example: *"Congress shall make no law prohibiting the free exercise ... of freedom of speech."*
- To demonstrate a pause in narrative text
 - Example: *"I don't know where to turn...," she cried.*

5.21C

Use proper mechanics including italics and underlining for titles and emphasis.

Use

PROPER MECHANICS

6.20C

Use proper mechanics including italics and underlining for titles of books.

Use

PROPER MECHANICS

Grade 4	Grade 5	Grade 6
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Italics • Underlining for titles and emphasis <p>Possible examples:</p> <ul style="list-style-type: none"> • Use italics or underlining for titles of books, newspapers, magazines, albums, paintings, ships, speeches, plays (e.g., <u>US News and World Report</u>, <i>Titanic</i>, etc.) • Use italics or underlining for emphasis (e.g., She was very mad. He was <u>seriously</u> shaken.) <p>Note: Using italics and underlining to distinguish certain words within a text, mean the same thing and can therefore be used interchangeably. However, only one should be used within a text.</p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Use italics or underlining for titles of terms that can stand by themselves • Use italics and underlining for titles of books, magazines, albums, paintings, ships, plays • Use italics or underlining to distinguish certain words from other words in a text

Oral and Written Conventions/Spelling.

4.22
Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

4.22A
Spell words with more advanced orthographic patterns and rules:
Readiness Standard

Grade 4	Grade 5	Grade 6
<p>Spell</p> <p>WORDS WITH MORE ADVANCED ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p>	<p>WORDS WITH MORE ADVANCED ORTHOGRAPHIC PATTERNS AND RULES:</p> <p>Orthographic pattern – the visual representation of the arrangement of letters in a given language</p>	
	<p>(i) consonant changes (e.g., /t/ to/sh/ in select, selection; /k/ to/sh/ in music, musician)</p> <p>Consonant change – the pronunciation of the final consonant can change when adding a suffix (e.g., magic-magician, depart-departure, benefit-beneficial)</p>	
<p>(iii) double consonants in middle of words</p> <p><i>Supporting Standard</i></p> <p>Possible examples:</p> <ul style="list-style-type: none"> • Syllables: a word in which one syllable ends with the same letter as the beginning of the following syllable (e.g., little = little, giggle = giggle) • Compound words: made from two words ending and beginning in the same letter (e.g., ear ring = earring) • Prefixes: words with prefixes that end with the same letter that begin the base word (e.g., misspell = misspell) • Suffixes: in a word that ends in a closed syllable (CVC), double the final consonant before adding a suffix starting with a vowel (e.g., bat, batted, batting, 		

Grade 4	Grade 5	Grade 6
batter, batty)		
	<p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal)</p> <p>Vowel changes: the pronunciation of the vowel in the base word or root word changes when adding a suffix (e.g., sane-sanity, cycle-cyclic, reduce-reduction, analog-analogy)</p>	
<p>(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es)</p> <p>Supporting Standard</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Add -s (e.g., book/books); add -es when the word ends in -s, -ss, -sh, -ch, -x, -z, (e.g., class/classes) • Change -y to i and add -s if the -y is preceded by a consonant (e.g., candy/candies); add only an -s if a word ending in -y is preceded by a vowel (e.g., key/keys) • Add -s for most words ending with -f or -fe (e.g., roof/roofs) • Add -es to some words ending in -f or -fe (e.g., wolf/wolves, knife/knives) • Add -es when the word ends in a vowel 		

Grade 4	Grade 5	Grade 6
<p>preceded by a consonant (e.g., <u>hero/heroes</u>); add -s when the word ends in two vowels (e.g., <u>video/videos</u>)</p> <ul style="list-style-type: none"> In a hyphenated compound word, make the base word/element plural (e.g., <u>sister-in-law/sisters-in-law</u>) 		
<p>(ii) irregular plurals (e.g., man/men, foot/feet, child/children)</p> <p><i>Supporting Standard</i></p> <p>Possible examples of irregular plurals:</p> <ul style="list-style-type: none"> Tooth/teeth Ox/oxen Di/dice Woman/women Mouse/mice 		
<p>(iv) other ways to spell sh (e.g., -sion, -tion, -cian)</p> <p><i>Supporting Standard</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> -sion (e.g., admission) -tion (e.g., ration) -cian (e.g., musician) <p>Other possible examples:</p> <ul style="list-style-type: none"> -ti- in a medial position (e.g., patient, action) -ci- in a medial position (e.g., social, delicious) -si- in a medial position (e.g., admission) -sci- in a medial position (e.g., 		

Grade 4	Grade 5	Grade 6
conscious)		
(v) silent letters (e.g., knee, wring) <i>Supporting Standard</i>	(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) Consonant changes – the pronunciation of the final consonant changes from silent to sounded or sounded to silent when adding a suffix (e.g., bomb/bombard, muscle/muscular)	
Possible examples of silent letters: <ul style="list-style-type: none">• tch (e.g., hatch, notch)• dg (e.g., edge, lodge)• wr (e.g., write, wren)• kn (e.g., knee, knight)• gn (e.g., sign, reign)• mb (e.g., comb, lamb)• wh (e.g., who, what)		
4.22B Spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-). <i>Supporting Standard</i>	5.22B Spell words with: Spell WORDS WITH: Greek and Latin roots and suffixes Including, but not limited to: <ul style="list-style-type: none">• Use grade-appropriate words and academic words from multiple content areas• Refer to 5.2A for related vocabulary skills	
Spell BASE WORDS AND ROOTS WITH AFFIXES Including, but not limited to: <ul style="list-style-type: none">• Common prefixes (e.g., dis-, pre-)• Common suffixes (e.g., -ion, -ment, -ly)• Refer to 4.2A for related vocabulary skills Prefix – one or more sounds or letters placed before a base word or root that change the meaning of the word	(i) Greek Roots (e.g., tele, photo, graph, meter) (ii) Latin Roots (e.g., spec, scrib, rupt, port, ject,	

Grade 4	Grade 5	Grade 6
<p>Suffix – one or more sounds or letters placed after a base word or root that change the meaning of the word</p> <p>Base word – a word that can stand alone with its own meaning (e.g., school, preschool)</p> <p>Root – the basic part of a word that carries meaning</p> <p>Affix – a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning (e.g., the prefix <i>un-</i> and the suffix <i>-able</i> in <i>unbelievable</i>)</p>	<p>dict)</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist)</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence)</p>	
<p>4.22C Spell commonly used homophones (e.g., there, they're, their; two, too, to). <i>Supporting Standard</i></p> <p>Spell COMMONLY USED HOMOPHONES</p> <p>Homophone – a word that is pronounced the same, but not spelled the same as another word and that has a different meaning (e.g., bear and bare, week and weak)</p>	<p>5.22C Differentiate between commonly confused terms (e.g., its, it's; affect, effect).</p> <p>Differentiate BETWEEN COMMONLY CONFUSED TERMS Including, but not limited to:</p> <ul style="list-style-type: none"> • Use it's as a contraction for it is or it has (e.g., It's a beautiful sunny day); use its as a possessive pronoun belonging to it (e.g., The cow lost its bell.) • Use affect (as a verb) meaning to influence (e.g., Her sprained ankle affected the way she walked); use effect (as a noun) meaning a result (e.g., The effect of the medicine was immediate.) <p>Other possible examples:</p>	<p>6.21A Differentiate between commonly confused terms (e.g., its, it's; affect, effect).</p> <p>Differentiate BETWEEN COMMONLY CONFUSED TERMS Including, but not limited to:</p> <ul style="list-style-type: none"> • Use it's as a contraction for it is or it has (e.g., It's a beautiful day); use its as a possessive pronoun belonging to it (e.g., The cow lost its bell.) • Use affect (as a verb) meaning to influence (e.g., Her sprained ankle affected the way she walked); use effect (as a noun) meaning as a result (e.g., The effect of the medicine was immediate.) <p>Other possible examples include:</p>

Grade 4	Grade 5	Grade 6
	<ul style="list-style-type: none"> • Capital, capitol • Farther, further • Quiet, quite, quit • Principle, principal 	<ul style="list-style-type: none"> • Capital, capitol • Farther, further • Quiet, quite, quit • Principal, principle
<p>4.22D Use spelling patterns and rules and print and electronic resources to determine and check correct spellings. <i>Supporting Standard</i></p> <p>Use SPELLING PATTERNS AND RULES AND PRINT AND ELECTRONIC RESOURCES</p> <p>To determine, check CORRECT SPELLINGS</p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> • Word wall • Personal dictionary • High frequency word list • Printed or electronic dictionary • Printed or electronic thesaurus • Glossary <p>Note: Refer to previous grade-level expectations and 4.22Ai-v for spelling patterns and rules.</p>	<p>5.22D Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>Use SPELLING PATTERNS AND RULES AND PRINT AND ELECTRONIC RESOURCES</p> <p>To determine, check CORRECT SPELLINGS</p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> • Word wall • Personal dictionary • High frequency word list • Printed or electronic dictionary • Printed or electronic thesaurus • Glossary • Spell check <p>Note: Refer to previous grade-level expectations and 5.22Ai-iii for spelling patterns and rules.</p>	<p>6.21B Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</p> <p>Use SPELLING PATTERNS AND RULES AND PRINT AND ELECTRONIC RESOURCES TO DETERMINE AND CHECK CORRECT SPELLINGS</p> <p>Possible examples of resources:</p> <ul style="list-style-type: none"> • Word wall • Personal dictionary • Printed or electronic dictionary • Printed or electronic thesaurus • Glossary <p>Note: Refer to previous grade-level expectations and 6.21A for spelling patterns and rules.</p> <p>STAAR Note: Leads to Readiness Standard 7.21A</p>
	<p>5.22E Know how to use the spell-check function in word</p>	<p>6.21C Know how to use the spell-check function in word</p>

Grade 4	Grade 5	Grade 6
	<p>processing while understanding its limitations.</p> <p>Know</p> <p>HOW TO USE THE SPELL-CHECK FUNCTION IN WORD PROCESSING WHILE UNDERSTANDING ITS LIMITATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Add words and spellings to the dictionary of the word processing program • Know when and how to ignore a recommended change in spelling • Know when and how to use the autocorrect function in spell check 	<p>processing while understanding its limitations.</p> <p>Know</p> <p>HOW TO USE THE SPELL-CHECK FUNCTION IN WORD PROCESSING WHILE UNDERSTANDING ITS LIMITATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Add words and spellings to the dictionary of the word processing program • Know when and how to ignore a recommended change in spelling • Know when and how to use the autocorrect function in spell check

Bold black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)

Bold black text: Student Expectation (TEKS)

Bold red text in italics: Student Expectation identified by TEA as a *Readiness Standard for STAAR*

Bold green text in italics: *Student Expectation identified by TEA as a Supporting Standard for STAAR*

Blue text: *Supporting information / Clarifications from TCMPC (Specificity)*

Bold blue text: *Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System*

Black text: *Texas Education Agency (TEA)*