

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
English Language Arts and Reading

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **English I – English IV**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- ER**—information added, changed, or deleted based on expert reviewer feedback
- MV**—multiple viewpoints from within the committee
- SBOE**—information added, changed, or deleted to align with SBOE feedback
- VA**—information added, changed, or deleted to increase vertical alignment
- Streamline**—language added, changed, or deleted for streamlining

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English Language Arts and Reading, English I (One Credit)

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, and students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language; they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

Commented [A1]: Recommended by Dr. Hill to leave the skills together because they are reciprocal. *Unlocking Literacy, Effective Decoding and Spelling Instruction*, by Marcia K. Henry

(7 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics and, morphology to communicate, decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

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(A) self-select text and read independently for a sustained period of time;

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(B) develop vocabulary by to:

(i) using a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding in context;

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(ii) using context, morphology, and cognates and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and

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(iii) apply word study to increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and

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(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts; and

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(B) make and confirm predictions using text features, elements, and structures;

(C) generate questions about text before, during, and after reading to deepen understanding and gain information;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;

Commented [A8]: Streamlining; SBOE feedback

(F) make inferences and use evidence to support understanding;

(G) evaluate and prioritize information read to determine what is most important;

Commented [A9]: SBOE feedback

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Commented [A10]: Streamlining

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe the personal and emotional impact of and personal connections to a variety of sources including self-selected texts;

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(B) use text evidence to support an appropriate response;

(C G) paraphrase and or summarize texts in ways that maintain meaning and logical order;

Commented [A12]: Reordering begins here for VA.

(D) communicate a text's relevance and credibility based on its context and source;

Commented [A13]: Located in "Inquiry and Research."

- (D-E) interact ~~with a variety of sources read, heard, or viewed~~ in meaningful ways such as note taking, annotating, freewriting, or illustrating;
- (E) ~~respond using acquired content and academic vocabulary as appropriate;~~
- (E-C) reflect on and write about the implicit and explicit meanings of text;
- (G-H) compare ~~multiple~~ sources ~~within and across multiple~~ ~~including different~~ genres and write a response with accurate and relevant text evidence and commentary;
- ~~(I) respond to ideas and feedback about personal and academic writing; and~~
- (H-J) respond orally, ~~or in writing,~~ ~~to various audiences~~ with appropriate register, vocabulary, and voice;
- (I-E) reflect on and adjust responses when valid evidence warrants;
- (J-B) defend ~~or challenge authors' claims,~~ ~~or qualify insights gained from a variety of sources~~ using ~~accurate and~~ relevant text evidence.;
- (4) **Collaboration:** Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. ~~using the four domains of language as appropriate.~~ The student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
- (B) analyze a ~~task problem~~ to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;
- (C) ~~engage in meaningful discourse by~~ ~~contributing~~ relevant information and ~~providing~~ and ~~receiving~~ constructive feedback ~~by posing and answering questions, and conveying viewpoints;~~ and
- (D) analyze, and evaluate, collaborative interactions.
- (5) **Multiple Genres:** Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) recognize how forms and structures are the same and different within and across genres;
- (B) analyze ~~and apply~~ the characteristics and structural elements of literary texts such as: ~~character, plot, and theme;~~
- (i) ~~theme, characters, and plot;~~
- (ii) ~~poetic forms, stanzas, line breaks, and sound devices; and~~
- (iii) ~~stage directions and cast;~~
- (C) analyze ~~and apply~~ characteristics and structural elements of informational texts such as: ~~clear thesis, relevant supporting evidence, and pertinent examples;~~
- (i) ~~clear thesis, relevant supporting evidence, pertinent examples, and effective closing;~~
- (ii) ~~text features; and~~
- (iii) ~~organizational patterns;~~
- (D) analyze ~~and apply~~ characteristics and structural elements of argumentative texts such as ~~clear arguable thesis, reasoning, appeals, and counter argument;~~
- (i) ~~clear arguable thesis, appeals, and convincing closing; and~~

Commented [A14]: Deletion for streamlining.

Commented [A15]: ER: Cavanaugh

Commented [A16]: Covered in both "Collaboration" and "Composition."

Commented [A17]: CREST feedback. Streamlining.

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Commented [A21]: VA and SBOE: content and differentiation

Commented [A22]: VA and SBOE: content and differentiation

- (ii) counter arguments, concessions, and call to action;
- (E) evaluate **and apply** the characteristics of **multimodal and digital** texts for literary, informational, and argumentative purposes; **and**
- (F) analyze how the historical period, cultural contexts, **and current events** influence texts.;
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the audience, purpose, and message **within a texts**;
- (B) analyze the use of text structures to achieve specific purposes;
- (C) interpret and analyze **the** author's use of print and graphic features to achieve specific purposes;
- (D) analyze the effect of literal and figurative language, including **extended** metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;
- (E) identify and analyze how **the** author's diction and syntax contribute to the mood, **style, voice, and** tone of a text;
- (F) identify and analyze the use of literary devices including point of view, irony, **oxymoron, pun,** and idiom to achieve specific purposes; and
- (G) identify and analyze the use of rhetorical devices including allusion, repetition, **and** appeals, and **rhetorical questions**.
- (7) **Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts.** Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, **diction word choice,** and sentence fluency;
- (D) edit drafts **independently and collaboratively** using standard English conventions of **grammar, spelling, capitalization, and punctuation,** including:
- (i) **sentence combining techniques,** effectively avoiding problematic splices, **run-ons,** and **sentence** fragments;
- (ii) commas to set off **absolute, gerund, infinitive,** and participle phrases;
- (iii) semi-colons to indicate a relationship between closely related independent clauses;
- (iv) parallel structure;
- (v) dashes, **and** colons, **parentheses, brackets, and ellipses**;
- (vi) consistent and logical use of verb tense;
- (vii) appropriate use of active **and passive** voice;
- (viii) subject-verb agreement;

Commented [A23]: VA and SBOE: content and differentiation

Commented [A24]: National Council of Teachers of English; authentic 21st Century writing often includes more than one mode.

Commented [A25]: The differentiation occurs in the phrases "genre characteristics" and "craft." These two phrases will guide teachers to the "Multiple Genres" and "Author's Purpose and Craft" strands for specific skills that should be incorporated into the written compositions. For example, in argumentative essays for English I (5Ci), you will see the language "clear thesis, relevant supporting evidence, and pertinent examples." This allows streamlining so that the specific language isn't repeated in multiple strands.

Commented [A26]: Streamlining

Commented [A27]: Moved to 7F(iv)

Commented [A28]: Moved to English III and IV for differentiation.

Commented [A29]: Added to support skills in the "Response" and "Inquiry and Research" strands.

Commented [A30]: Moved to English III and IV for differentiation.

- (ix) pronoun-agreement;
- ~~(x) apostrophes to show possession;~~
- ~~(xi) accurate usage of homonyms;~~
- (xii) correct capitalization; and
- (xiii) correct spelling, capitalization and punctuation of titles;
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
 - (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
 - (ii) organizing with sound and purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
 - (iii) using intentional diction-word choice, precise nouns, and strong actions verbs;
 - (iv) sentence-combining techniques to create constructing a variety of sentence structures and lengths; and
 - (v) using author’s craft to developing voice.
- (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and author’s craft;
- (H) compose informational texts such as resumes and, including personal and informative essays using genre characteristics and author’s craft;
- (I) compose argumentative texts using genre characteristics and author’s craft; and
- (J) compose correspondence that reflects an opinion, registers a compliant, or requests information in a professional business or friendly structure; and
- ~~(K) compose analytical texts using genre characteristics and author’s craft including a literary analysis paragraph.~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
 - (A) develop student-selected questions for formal and informal inquiry;
 - (B) develop a plan;
 - (C) locate relevant sources and synthesize information;
 - (D) examine evaluate primary and secondary sources for:
 - (i) credibility;
 - (ii) bias including omission; and
 - (iii) faulty reasoning including ad hominem, loaded language, and slippery slope;
 - (E) synthesize information;
 - (F) demonstrate understanding using appropriate mode of delivery;
 - (i) display academic citations; and
 - (ii) use source materials ethically; and
 - (G) incorporate digital technology, when appropriate.

Commented [A31]: Though introduced in earlier grades, the increase of text complexity makes mastery more challenging. We, even as adults, continue to check our written work for these subtleties. Also, these are assessed on the SAT and ACT.

Commented [A32]: Streamlined - Removed due to earlier mastery.

Commented [A33]: Streamlined - Removed due to earlier mastery.

Commented [A34]: This appears in English III and IV.

Commented [A35]: Streamlining

Commented [A36]: Streamlining – appears in “Response”

Commented [A37]: Instead of teaching research in isolation that culminates in a research paper, this strand, “Inquiry and Research,” integrates the thinking skills and processes that are essential in the Information Age.

Commented [A38]: Streamlining – this is present K-8.

Commented [A39]: SBOE: content and differentiation.

Commented [A40]: SBOE: content. These are the tools students use to question ideas as a 21st Century learner.

Commented [A41]: Using source materials ethically includes the use of informal and formal citations. Also, with our new endorsements (HB 5), one style manual no longer meets the needs of our students.

Commented [A42]: The access to digital resources and physical hardware varies from district to district.

English Language Arts and Reading, English II (One Credit)

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
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(c) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

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(B) develop vocabulary by to:

(i) use a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding in context;

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(ii) use context, morphology, and cognates and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and

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(iii) apply word study to increase vocabulary and learning new words and concepts, including academic and other content vocabulary; and

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(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts; and

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(B) make and confirm predictions using text features, elements, and structures;

(C) generate questions about text before, during, and after reading to deepen understanding and gain information;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;

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(F) make inferences and use evidence to support understanding;

(G) evaluate and prioritize information read to determine what is most important;

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(H) synthesize information to create new understanding; and

(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

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(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe the personal and emotional impact of and personal connections to a variety of sources including self-selected texts;

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(B) use text evidence to support an appropriate response;

(C F) paraphrase and or summarize texts in ways that maintain meaning and logical order;

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(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating;

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- (E) respond using acquired content and academic vocabulary as appropriate;
- (F) reflect on and write about the implicit and explicit meanings of text;
- (G) compare multiple sources within and across multiple including different genres and write a response with accurate and relevant text evidence and commentary;
- (H) respond orally, or in writing, to various audiences with appropriate register, vocabulary, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; and
- (J) defend or challenge authors' claims, or qualify insights gained from a variety of sources using accurate and relevant text evidence;
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments, using the four domains of language as appropriate. The student is expected to:
- (A) listen orally, respond appropriately, and adjust communication to audiences and purposes;
- (B) analyze a task problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;
- (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback by posing and answering questions, and conveying viewpoints; and
- (D) analyze, and evaluate, collaborative interactions.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) recognize how forms and structures are the same and different within and across genres;
- (B) analyze and apply the characteristics and structural elements of literary texts such as:
- (i) theme, characters, and plot;
 - (ii) poetic forms, stanzas, line breaks, and sound devices; and
 - (iii) stage directions and cast;
- (C) analyze and apply characteristics and structural elements of informational texts such as:
- (i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;
 - (ii) text features; and
 - (iii) organizational patterns;
- (D) analyze and apply characteristics and structural elements of argumentative texts such as:
- (i) clear arguable thesis, appeals, and convincing closing; and
 - (ii) counter arguments, concessions, and call to action;

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- (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
 - (F) analyze how the historical period, cultural contexts, and current events influence texts.;
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the audience, purpose, and message within a texts;
 - (B) analyze the use of text structures to achieve specific purposes;
 - (C) analyze and evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) analyze the effect of literal and figurative language to achieve specific purposes;
 - (E) identify and analyze how an the author's diction and syntax contribute to the mood, voice, and style, tone of a text;
 - (F) identify and analyze the use of literary devices including point of view, irony, sarcasm, oxymoron, and motif to achieve specific purposes; and
 - (G) identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts.

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- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

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- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction word choice, and sentence fluency;
- (D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:
 - (i) sentence combining techniques; effectively avoiding problematic splices, run-ons, and sentence fragments;
 - (ii) commas to set off absolute, gerund, infinitive, and participle phrases;
 - (iii) semi-colons to indicate a relationship between closely related independent clauses;
 - (iv) parallel structure;
 - (v) dashes, and colons, parentheses, brackets, and ellipses;
 - (vi) consistent and logical use of verb tense;
 - (vii) appropriate use of active and passive voice;
 - (viii) subject-verb agreement;
 - (ix) pronoun-agreement;

Commented [A66]: Streamlining

Commented [A67]: Moved to 7F(iv)

Commented [A68]: Moved to English III and IV for differentiation.

Commented [A69]: Added to support skills in the "Response" and "Inquiry and Research" strands.

Commented [A70]: Moved to English III and IV for differentiation.

Commented [A71]: Though introduced in earlier grades, the increase of text complexity makes mastery more challenging. We, even as adults, continue to check our written work for these subtleties. Also, these are assessed on the SAT and ACT.

- (x) ~~apostrophes to show possession;~~
- (xi) ~~accurate usage of homonyms;~~
- (xii) correct capitalization; and
- (xiii) ~~correct spelling capitalization and punctuation of titles;~~
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
 - (ii) organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;
 - (iii) using intentional ~~dictionary word choice~~, precise nouns, and strong actions verbs;
 - (iv) ~~sentence-combining techniques to create constructing~~ a variety of sentence structures and lengths; and
 - (v) ~~using author’s craft to~~ developing voice;
- (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and ~~author’s~~ craft;
- (H) compose informational texts such as ~~resumes and, including~~ personal and informative essays using genre characteristics and ~~author’s~~ craft;
- (I) compose argumentative texts using genre characteristics and ~~author’s~~ craft; ~~and~~
- (J) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a ~~professional business~~ or friendly structure; ~~and~~
- ~~(K) compose analytical texts using genre characteristics and author’s craft including a literary analysis paragraph;~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for ~~a variety of~~ purposes. The student is expected to:
- (A) develop ~~refine~~ student-selected questions for formal and informal inquiry;
 - (B) develop ~~and implement~~ a plan;
 - (C) locate relevant sources ~~and synthesize information;~~
 - (D) ~~examine critically evaluate primary and secondary~~ sources ~~for;~~
 - (i) ~~credibility;~~
 - (ii) ~~bias including omission; and~~
 - (iii) ~~faulty reasoning including incorrect premise, hasty generalizations, and either-or;~~
 - (E) ~~synthesize information;~~
 - (F) demonstrate understanding using appropriate mode of delivery;
 - (i) ~~incorporate source materials to support thesis;~~
 - (ii) display academic citations; ~~and~~
 - (iii) use ~~source materials ethically;~~ and
 - (G) incorporate ~~digital technology,~~ when appropriate.

Commented [A72]: Streamlined - Removed due to earlier mastery.

Commented [A73]: Streamlined - Removed due to earlier mastery.

Commented [A74]: This appears in English III and IV.

Commented [A75]: Streamlining

Commented [A76]: Streamlining – appears in “Response”

Commented [A77]: Instead of teaching research in isolation that culminates in a research paper, this strand, “Inquiry and Research,” integrates the thinking skills and processes that are essential in the Information Age.

Commented [A78]: Streamlining – this is present K-8.

Commented [A79]: SBOE: content and differentiation.

Commented [A80]: SBOE: content. These are the tools students use to question ideas as a 21st Century learner.

Commented [A81]: Using source materials ethically includes the use of informal and formal citations. Also, with our new endorsements (HB 5), one style manual no longer meets the needs of our students.

Commented [A82]: The access to digital resources and physical hardware varies from district to district.

English Language Arts and Reading, English III (One Credit)

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) a Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, and students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) 3 English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) 4 Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.
- (6) 5 Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

(7 6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Commented [A83]: TCTELA – we acknowledge feedback regarding differences in the strand 1 title. This decision was agreed upon in K-12 whole committee meeting.

(A) self-select text and read independently for a sustained period of time;

Commented [A84]: SBOE: "Sustained" means focused, uninterrupted time devoted to reading which increases fluency, attention, and stamina. The amount of time varies by grade level, schedules, and individual student needs.

(B) develop vocabulary by to:

(i) using a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding in context;

Commented [A85]: Greek and Latin roots are part of morphology. The parts themselves are mastered in earlier grades. Etymology is covered in English IV to provide a deeper analytical understanding of increasingly complex and mature vocabulary.

(ii) using context, morphology, and cognates and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and

Commented [A86]: Response to TCTELA forum.

(iii) apply word study to increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and

Commented [A87]: Analogies are covered under "Author's Craft."

(C) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts; and

Commented [A88]: Reordered from "H" to "A" in a way that makes sense for order of learning.

(B) make and confirm predictions using text features, elements, and structures;

(C) generate questions about text before, during, and after reading to deepen understanding and gain information;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;

Commented [A89]: Streamlining; SBOE feedback

(F) make inferences and use evidence to support understanding;

(G) evaluate prioritize information read to determine what is most important;

Commented [A90]: SBOE feedback

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make corrections and adjustments when understanding breaks down.

Commented [A91]: Streamlining

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe the personal and emotional impact of and personal connections to a variety of sources including self-selected texts;

Commented [A92]: Justification for "Response" as a standalone strand due to the feedback stating that "Response" should be combined with "Comprehension": "Comprehension" is thinking about thinking (and the same across all grade levels) while "Response" is doing something with that thinking; whether verbally or in writing (INF, CREST). In addition, "Response" provides us a way to assess metacognitive thinking.

(B) use text evidence to support an appropriate response;

(C F) paraphrase and or summarize texts in ways that maintain meaning and logical order;

Commented [A93]: Reordering begins here for VA.

(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting, or illustrating;

Commented [A94]: Deletion for streamlining.

- (E) respond using acquired content and academic vocabulary as appropriate;
- (F) reflect on and write about the implicit and explicit meanings of text;
- (G) compare multiple sources within and across multiple including different genres and write a response with accurate and relevant text evidence and commentary;
- (H) respond to ideas and feedback about personal and academic writing; and
- (H) respond orally, or in writing, to various audiences with appropriate register, vocabulary, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; and
- (J) defend, challenge, or qualify authors' claims, or qualify insights gained from a variety of sources using accurate and relevant text evidence.;
- (4) **Collaboration:** Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. using the four domains of language as appropriate. The student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
- (B) analyze a task problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;
- (C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback by posing and answering questions, and conveying viewpoints; and
- (D) analyze, and evaluate, collaborative interactions.
- (5) **Multiple Genres:** Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:
- (A) recognize how forms and structures are the same and different within and across genres;
- (B) analyze and apply the characteristics and structural elements of literary texts such as:
 - (i) theme, characters, and plot;
 - (ii) poetic forms, stanzas, line breaks, sound devices, and meter; and
 - (iii) monologue, aside, soliloquy;
- (C) analyze and apply characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;
 - (ii) text features; and
 - (iii) organizational patterns;
- (D) analyze and apply characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable thesis, appeals, and convincing closing; and
 - (ii) counter arguments, concessions, call to action, and opposing viewpoints;
- Commented [A95]:** ER: Cavanaugh
- Commented [A96]:** Covered in both "Collaboration" and "Composition."
- Commented [A97]:** CREST feedback. Streamlining.
- Commented [A98]:** "Collaboration" aligns to the CCRS; SEs are in the current ELAR TEKS (24 and 26); a broad research base suggests a need for emphasis.
- Commented [A99]:** Clarification and streamlining.
- Commented [A100]:** SBOE: American and British literature rationale:
 - American and British literature are valuable at all grade levels.
 - ELAR is a skills-based field and the skills should drive the planning, not the literature.
 - Choice of literature empowers teachers and facilitates best instructional practices that meet the needs of students.
 - Content is a local decision and choice of literature is part of the curriculum and not standards..
 - In the current standards, American literature is mentioned in only 3/85 SEs in English III and British literature is mentioned in only 2/85 SEs in English IV.
- Commented [A101]:** SBOE: sequencing. In HS, students have already been exposed to multiple forms and genres. A comprehensive list in the HS TEKS would be cumbersome.
- Commented [A102]:** VA and SBOE: content and differentiation
- Commented [A103]:** VA and SBOE: content and differentiation
- Commented [A104]:** VA and SBOE: content and differentiation

- (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
- (F) analyze how the historical period, cultural contexts, and current events influence texts.;
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the audience, purpose, and message within a texts;
- (B) evaluate the use of a specific text structure to achieve author's purpose;
- (C) justify the critique author's use of print and graphic features to achieve an intended purpose;
- (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;
- (E) analyze and interpret how the author's diction and syntax contribute to the mood, style, voice, and tone of a text;
- (F) identify and analyze the use of literary devices including paradox, satire, antithesis, and allegory to achieve specific purposes; and
- (G) identify and analyze the use of rhetorical devices including analogy, antithesis, and shifts, and logical fallacies.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction word choice, and sentence fluency;
- (D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:
- (i) sentence combining techniques; effectively avoiding problematic splices, run-ons, and sentence fragments;
- (ii) commas to set off absolute, gerund, infinitive, and participle phrases;
- (iii) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
- (iv) parallel structure;
- (v) dashes, and colons, parentheses, brackets, and ellipses;
- (vi) consistent and logical use of verb tense;
- (vii) appropriate use of active and passive voice;
- (viii) subject-verb agreement;
- (ix) pronoun-agreement;

Commented [A105]: National Council of Teachers of English; authentic 21st Century writing often includes more than one mode.

Commented [A106]: The differentiation occurs in the phrases "genre characteristics" and "craft." These two phrases will guide teachers to the "Multiple Genres" and "Author's Purpose and Craft" strands for specific skills that should be incorporated into the written compositions. For example, in argumentative essays for English I (5Ci), you will see the language "clear thesis, relevant supporting evidence, and pertinent examples." This allows streamlining so that the specific language isn't repeated in multiple strands.

Commented [A107]: Streamlining

Commented [A108]: Moved to 7F(iv)

Commented [A109]: Moved to English III and IV for differentiation.

Commented [A110]: Added to support skills in the "Response" and "Inquiry and Research" strands.

Commented [A111]: Moved to English III and IV for differentiation.

Commented [A112]: Though introduced in earlier grades, the increase of text complexity makes mastery more challenging. We, even as adults, continue to check our written work for these subtleties. Also, these are assessed on the SAT and ACT.

- (x) ~~apostrophes to show possession;~~
- (xi) ~~accurate usage of homonyms;~~
- (xii) correct capitalization; and
- (xiii) correct spelling ~~capitalization and punctuation of titles~~;
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
- (ii) organizing with ~~sound and~~ purposeful structure including an strategic ~~effective~~ lead, transitions, sentence-to-sentence connections, and closing;
- (iii) using intentional ~~dictionary word choice~~, precise nouns, and strong actions verbs;
- (iv) sentence-combining techniques to create ~~constructing~~ a variety of sentence structures and lengths; and
- (v) ~~using author’s craft to~~ developing voice;
- (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and ~~author’s~~ craft;
- (H) compose informational texts such as resumes and, including personal and informative essays using genre characteristics and ~~author’s~~ craft;
- (I) compose argumentative texts using genre characteristics and ~~author’s~~ craft;
- (J) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a professional business or friendly structure; and
- (K) compose retorical analysis ~~analytical texts~~ using genre characteristics and ~~author’s~~ craft, ~~such as literary and rhetorical essays~~
- (8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
- (B) develop a plan;
- (C) locate relevant sources ~~and synthesize information~~;
- (D) examine ~~evaluate primary and secondary~~ sources ~~for~~;
- (i) credibility;
- (ii) bias; and
- (iii) faulty reasoning ~~including post hoc-ad hoc, circular reasoning, red herring, assumptions~~;
- (E) synthesize information;
- (F) demonstrate understanding using appropriate mode of delivery;
- (i) display academic citations; and
- (ii) use source materials ethically; and
- (G) incorporate digital technology, when appropriate.
- Commented [A113]:** Streamlined - Removed due to earlier mastery.
- Commented [A114]:** Streamlined - Removed due to earlier mastery.
- Commented [A115]:** Differentiation to increase rigor.
- Commented [A116]:** This appears in English III and IV.
- Commented [A117]:** Streamlining
- Commented [A118]:** The new SAT essay is a rhetorical analysis.
- Commented [A119]:** Instead of teaching research in isolation that culminates in a research paper, this strand, “Inquiry and Research,” integrates the thinking skills and processes that are essential in the Information Age.
- Commented [A120]:** Streamlining – this is present K-8.
- Commented [A121]:** SBOE: content and differentiation.
- Commented [A122]:** SBOE: content. These are the tools students use to question ideas as a 21st Century learner.
- Commented [A123]:** Using source materials ethically includes the use of informal and formal citations. Also, with our new endorsements (HB 5), one style manual no longer meets the needs of our students.
- Commented [A124]:** The access to digital resources and physical hardware varies from district to district.

English Language Arts and Reading, English IV (One Credit)

(a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) a Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, and students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) 3 English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) 4 Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.
- (6) 5 Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

(7.6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

Commented [A125]: TCTELA – we acknowledge feedback regarding differences in the strand 1 title. This decision was agreed upon in K-12 whole committee meeting.

(A) self-select text and read independently for a sustained period of time;

Commented [A126]: SBOE: "Sustained" means focused, uninterrupted time devoted to reading which increases fluency, attention, and stamina. The amount of time varies by grade level, schedules, and individual student needs.

(B) develop vocabulary ~~to by:~~

(i) ~~using a variety of print or digital resources, and web-based including dictionaries, thesauri or glossaries,~~ to define, clarify, and validate understanding in context;

Commented [A127]: Greek and Latin roots are part of morphology. The parts themselves are mastered in earlier grades. Etymology is covered in English IV to provide a deeper analytical understanding of increasingly complex and mature vocabulary.

(ii) using context, morphology, etymology, and cognates and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and

Commented [A128]: Response to TCTELA forum.

(iii) ~~apply word study to~~ increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and

Commented [A129]: Analogies are covered under "Author's Craft."

(C) develop oral language ~~through listening and speaking by giving an organized presentation~~ with a specific point of view.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts; and

Commented [A130]: Reordered from "H" to "A" in a way that makes sense for order of learning.

(B) make and confirm predictions using text features, elements, and structures;

(C) generate questions about text before, during, and after reading to deepen understanding and gain information;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge;~~

Commented [A131]: Streamlining; SBOE feedback

(F) make inferences and use evidence to support understanding;

(G) ~~evaluate~~ ~~prioritize~~ information read to determine what is most important;

Commented [A132]: SBOE feedback

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.

Commented [A133]: Streamlining

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe the ~~personal and~~ emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;

Commented [A134]: Justification for "Response" as a standalone strand due to the feedback stating that "Response" should be combined with "Comprehension": "Comprehension" is thinking about thinking (and the same across all grade levels) while "Response" is doing something with that thinking; whether verbally or in writing (INF, CREST). In addition, "Response" provides us a way to assess metacognitive thinking.

(B) use text evidence to support an appropriate response;

(C) ~~F~~ and paraphrase ~~or~~ summarize texts in ways that maintain meaning and logical order;

Commented [A135]: Reordering begins here for VA.

(D) interact ~~with a variety of sources read, heard, or viewed~~ in meaningful ways such as note taking, annotating, freewriting, or illustrating;

Commented [A136]: Deletion for streamlining.

(E) respond using acquired content and academic vocabulary as appropriate;

Commented [A137]: ER: Cavanaugh

(F) reflect on and write about the implicit and explicit meanings of text;

(G) compare multiple sources multiple within and across including different genres and write a response with accurate and relevant text evidence and commentary;

(H) respond to ideas and feedback about personal and academic writing; and

Commented [A138]: Covered in both "Collaboration" and "Composition."

(H) respond orally, or in writing, to various audiences with appropriate register, vocabulary, and voice;

(I) reflect on and adjust responses when valid evidence warrants; and

(J) defend, challenge, or qualify authors' claims, or qualify insights gained from a variety of sources using accurate and relevant text evidence;

Commented [A139]: CREST feedback. Streamlining.

(4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. using the four domains of language as appropriate. The student is expected to:

Commented [A140]: "Collaboration" aligns to the CCRS; SEs are in the current ELAR TEKS (24 and 26); a broad research base suggests a need for emphasis.

(A) listen actively, respond appropriately, and adjust communication to audiences and purposes;

(B) analyze a task-problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;

(C) engage in meaningful discourse by contributing relevant information and providing and receiving constructive feedback by posing and answering questions, and conveying viewpoints; and

Commented [A141]: Clarification and streamlining.

(D) analyze, and evaluate, collaborative interactions.

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

Commented [A142]: SBOE: American and British literature rationale:
• American and British literature are valuable at all grade levels.
• ELAR is a skills-based field and the skills should drive the planning, not the literature.
• Choice of literature empowers teachers and facilitates best instructional practices that meet the needs of students.
• Content is a local decision and choice of literature is part of the curriculum and not standards.
• In the current standards, American literature is mentioned in only 3/85 SEs in English III and British literature is mentioned in only 2/85 SEs in English IV.
Because English IV is no longer required (HB 5), ongoing exposure to British literature ensures that students will experience it.

(A) recognize how forms and structures are the same and different within and across genres;

(B) analyze and apply the characteristics and structural elements of literary texts such as: character, plot, and theme;

(i) theme, characters, and plot;

(ii) poetic forms, stanzas, line breaks, sound devices, and meter; and

(iii) monologue, aside, soliloquy;

(C) analyze and apply characteristics and structural elements of informational texts such as: clear thesis, relevant supporting evidence, and pertinent examples;

Commented [A143]: SBOE: sequencing. In HS, students have already been exposed to multiple forms and genres. A comprehensive list in the HS TEKS would be cumbersome.

(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;

(ii) text features; and

(iii) organizational patterns;

Commented [A144]: VA and SBOE: content and differentiation

(D) analyze and apply characteristics and structural elements of argumentative texts such as: clear arguable thesis, reasoning, appeals, and counter argument

Commented [A145]: VA and SBOE: content and differentiation

(i) clear arguable thesis, appeals, and convincing closing; and

(ii) counter arguments, concessions, call to action, and opposing viewpoints;

Commented [A146]: VA and SBOE: content and differentiation

- (E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
- (F) analyze how the historical period, cultural contexts, and current events influence texts.;
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) identify and analyze the audience, purpose, and message within texts;
- (B) evaluate the use of a specific text structure to achieve author's purpose;
- (C) justify the critique author's use of print and graphic features to achieve an intended purpose;
- (D) evaluate the use of both literal and figurative language to inform and shape the perception of readers;
- (E) analyze and evaluate how the author's diction and syntax contribute to the mood, style, voice, and tone of a text;
- (F) analyze and evaluate the use of literary devices including paradox, satire, antithesis, and allegory to achieve specific purposes; and
- (G) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction word choice, and sentence fluency;
- (D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:
- (i) sentence combining techniques; effectively avoiding problematic splices, run-ons, and sentence fragments;
- (ii) commas to set off absolute, gerund, infinitive, and participle phrases;
- (iii) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
- (iv) parallel structure;
- (v) dashes, and colons, parentheses, brackets, and ellipses;
- (vi) consistent and logical use of verb tense;
- (vii) appropriate use of active and passive voice;
- (viii) subject-verb agreement;
- (ix) pronoun-agreement;

Commented [A147]: National Council of Teachers of English; authentic 21st Century writing often includes more than one mode.

Commented [A148]: The differentiation occurs in the phrases "genre characteristics" and "craft." These two phrases will guide teachers to the "Multiple Genres" and "Author's Purpose and Craft" strands for specific skills that should be incorporated into the written compositions. For example, in argumentative essays for English I (5Ci), you will see the language "clear thesis, relevant supporting evidence, and pertinent examples." This allows streamlining so that the specific language isn't repeated in multiple strands.

Commented [A149]: Streamlining

Commented [A150]: Moved to 7F(iv)

Commented [A151]: Moved to English III and IV for differentiation.

Commented [A152]: Added to support skills in the "Response" and "Inquiry and Research" strands.

Commented [A153]: Moved to English III and IV for differentiation.

Commented [A154]: Though introduced in earlier grades, the increase of text complexity makes mastery more challenging. We, even as adults, continue to check our written work for these subtleties. Also, these are assessed on the SAT and ACT.

- (x) ~~apostrophes to show possession;~~
- (xi) ~~accurate usage of homonyms;~~
- (xii) ~~correct capitalization;~~ and
- (xiii) ~~correct spelling capitalization and punctuation of titles;~~
- (E) publish written work for appropriate audiences;
- (F) use the elements of craft to advance the writer’s purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
- (ii) organizing with ~~sound and~~ purposeful structure including an ~~effective~~ ~~strategic~~ lead, transitions, sentence-to-sentence connections, and closing;
- (iii) using intentional ~~dictionary word choice~~, precise nouns, and strong action verbs;
- (iv) ~~sentence-combining techniques to create~~ ~~constructing~~ a variety of sentence structures and lengths; and
- (v) ~~using author’s craft to~~ developing voice.
- (G) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and ~~author’s~~ craft;
- (H) compose informational texts such as ~~resumes~~ and, ~~including~~ personal and informative essays using genre characteristics and ~~author’s~~ craft;
- (I) compose argumentative texts using genre characteristics and ~~author’s~~ craft;
- (J) compose correspondence ~~that reflects an opinion, registers a compliant, or requests information~~ in a ~~professional business~~ or friendly structure; and
- (K) compose ~~literary analysis~~ ~~analytical texts~~ using genre characteristics and ~~author’s~~ craft, ~~such as literary and rhetorical essays~~
- (8) **Inquiry and Research:** Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
- (B) develop a plan;
- (C) locate relevant sources ~~and synthesize information;~~
- (D) ~~examine evaluate primary and secondary~~ sources ~~for~~;
- (i) ~~credibility;~~
- (ii) ~~bias;~~ and
- (iii) ~~faulty reasoning including straw man, false dilemma, faulty analogies, non-sequitur;~~
- (E) ~~synthesize information;~~
- (F) demonstrate understanding using appropriate mode of delivery;
- (i) display academic citations; and
- (ii) use ~~source materials ethically;~~ and
- (G) incorporate ~~digital technology~~, when appropriate.
- Commented [A155]:** Streamlined - Removed due to earlier mastery.
- Commented [A156]:** Streamlined - Removed due to earlier mastery.
- Commented [A157]:** Differentiation to increase rigor.
- Commented [A158]:** This appears in English III and IV.
- Commented [A159]:** Streamlining
- Commented [A160]:** Literary Analysis is essential for college readiness. By scaffolding these skills, through specific SEs in the “Response” strand, students informally practice the skills necessary for this task.
- Commented [A161]:** Instead of teaching research in isolation that culminates in a research paper, this strand, “Inquiry and Research,” integrates the thinking skills and processes that are essential in the Information Age.
- Commented [A162]:** Streamlining – this is present K-8.
- Commented [A163]:** SBOE: content and differentiation.
- Commented [A164]:** SBOE: content. These are the tools students use to question ideas as a 21st Century learner.
- Commented [A165]:** Using source materials ethically includes the use of informal and formal citations. Also, with our new endorsements (HB 5), one style manual no longer meets the needs of our students.
- Commented [A166]:** The access to digital resources and physical hardware varies from district to district.