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 **Grade 3 – Grade 5**. 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

GRADE 3 – GRADE 5, ENGLISH LANGUAGE ARTS AND READING TABLE OF CONTENTS

English Language Arts and Reading, Grade 3

(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. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. 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).

Commented [A1]: These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

Commented [A2]: 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.

(b)   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:

(A) (G) develop oral language through listening and speaking by:

(i)   following, restating, and giving oral instructions that involve a short related sequence of actions;

(ii)   employing appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;

(iii)   delivering giving descriptive and informative and procedural presentations;

(iv)   listening and responding to information presented by others;

(v)   listening to and distinguishing between relevant and irrelevant information;

(vi)   developing social communication such as, conversing politely in all situations using the four protocols; and

(vii)   producing oral language in contextualized and purposeful ways using correct, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas.

(B) (E) demonstrate and apply phonetic knowledge by:

(i)   decoding and encoding multisyllabic vowel teams including -eigh as in eight and height, -ough as in though, bought, and bough, -augh as in caught, and -eu as in feud in isolation and context;

(ii)   decoding and encoding multisyllabic words with a doubled final consonant when an ending was added;

(iii)   decoding and encoding multisyllabic words that have dropped the final -e when adding endings that start with a vowel;

(iv)   decoding and encoding multisyllabic words that change the final -y to an -i when adding an ending that starts with a vowel; and

(v)   reading and spelling high frequency words, compound words, and contractions;

(vi)   decoding read and spelling homographs and homophones;

(C) (F) demonstrate print awareness by alphabetizing to the third letter; and

(D) (B) develop vocabulary by to:

(i)   using print, digital, and web-based resources to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;

(ii)   using context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;

(iii)   identifying the meaning of base words with affixes including im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, -er (comparative), -est, and -ful;

Commented [A3]: Clarification

Commented [A4]: Clarification

Commented [A5]: VA with Strand 5

Commented [A6]: VA

Commented [A7]: VA

Commented [A8]: Clarification

Commented [A9]: Clarification: High frequency words are about recognizing the shape of words, not the phonetic knowledge.

Commented [A10]: Moved from (B) to (E) because this is about applying phonetic knowledge, not vocabulary development.

Commented [A11]: Streamline

(iv)   ~~read decoding and~~ identif<u>ying and using</u> antonyms, ~~and~~ synonyms, <u>homographs, and homophones</u>;

(vi)   ~~distinguishing the meaning of multiple meaning words and homographs;~~

<u>(E)</u> ~~(C)~~ use appropriate <u>fluency (</u>rate, accuracy, and <u>prosody)</u> when reading grade-level text;

<u>(F)</u> ~~(A)~~ self-select text and read independently for a sustained period of time;

<u>(G)</u> ~~(D)~~ <u>write</u> complete words, thoughts, and answers legibly in <u>print and</u> cursive leaving appropriate spaces between words;

(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:

<u>(A)</u> ~~(H)~~ establish purpose for reading assigned and self-selected texts;

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

<u>(C)</u> ~~(A)~~ make and confirm predictions using text features, <u>characteristics of genre</u> ~~elements~~, and structures;

<u>(D)</u> ~~(C)~~ create mental images to deepen understanding;

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

<u>(F)</u> ~~(E)~~ make inferences and use <u>text</u> evidence to support understanding;

<u>(G)</u> ~~(F)~~ evaluate ~~prioritize~~ information read to determine what is most important;

<u>(H)</u> ~~(G)~~ synthesize information to create new understanding; and

(I)   monitor <u>and adjust</u> comprehension ~~make corrections and make~~ adjustments when understanding breaks down.

(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 <u>personal and</u> ~~the~~ emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;

(B)   <u>use text evidence to support an appropriate response</u>; ~~develop an understanding of explain multiple viewpoints such as personal, and character, and support with text evidence;~~

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

(D)   <u>interact with</u> ~~react to a variety of~~ sources ~~read, heard, or viewed~~ in meaningful ways such as note-taking, annotating, free writing, or illustrating;

(E)   respond <u>using newly</u> ~~to various sources embedding~~ acquired vocabulary as appropriate; and

(F)   discuss specific ideas in the text important to the implied meaning.

(4)   Collaboration: <u>Listening, speaking, reading, and writing using multiple texts.</u> 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, ask relevant questions, and make pertinent comments;

(B)   work productively with ~~others~~ by following agreed upon rules<u>,</u> <u>norms, and protocols</u> ~~for discussion~~;

<div style="float:right">

Commented [A12]: Streamline

Commented [A13]: SBOE

Commented [A14]: VA

Commented [A15]: Fountas & Pinell: This is how these terms are referred to in <u>Genre Study</u>.

Commented [A16]: Fountas & Pinell: This is how these terms are referred to in <u>Genre Study</u>.

Commented [A17]: VA
Clarification

Commented [A18]: Making connections addresses Hill's recommendation to add compare/contrast

Commented [A19]: Unnecessary language;

Commented [A20]: Clarification

Commented [A21]: Clarification; higher level of Bloom's taxonomy

Commented [A22]: Clarification and redundancy

Commented [A23]: Clarification

Commented [A24]: Comprehension in an internal process. Metacognition is thinking about our thinking, and is assessed and measured through response.

Commented [A25]: ER: M. Hill

Commented [A26]: ER: Avrit
INF: TCTLA
CCRS

Commented [A27]: VA, K-12
ER: Wilkerson
ER: Cavanaugh
CCRS

Commented [A28]: Analytical response is the most difficult for students, and must start early. The wording open-ended enough to differentiate based on the complexity of the text.

Commented [A29]: Addressed in strand 6

Commented [A30]: ER: Wilkerson
CCRS

Commented [A31]: Clarification

Commented [A32]: ER: Avrit
CCRS

Commented [A33]: ER: Cavanaugh
ER: Arreguin-Anderson

Commented [A34]: ER: Cavanaugh
INF
CCRS

Commented [A35]: CCRS

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(C)   ~~articulate~~ thoughts clearly and ~~participate in teacher- and student-led discussions by~~ build upon the ideas of others during discussion ~~speaking coherently with appropriate detail about the topic and providing suggestions~~; and

(D)   reflect on and respond to the effectiveness of collaboration.

(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) ~~(F)~~ develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres including, realistic fiction, fables ~~traditional~~, biographies, personal narratives ~~/memoir~~, informational text, and poetry.

(B) ~~(A)~~ recognize characteristics and structures of literary texts including:

(i)   identifying and understanding the main events including the problem and solution in the text; ~~understanding how one event builds on another, how the problem is solved and follow multiple events and characters in the plot~~

(ii)   understanding the significance ~~relationship~~ of the setting ~~in relationship~~ to the plot;

(iii)   explaining the relationship among the characters/subjects; and

(iv)   identifying basic themes with textual evidence; and

(v)   identifying and explaining elements of poetry, sound devises such as rhyme, rhythm, or repetition, imagery, visual arrangement, and speaker in narrative and lyrical poems; ~~understand and~~

(C) ~~(B)~~ recognize characteristics and structures of informational text including:

(i)   using features, including chapters, sections, subsections, bibliography, tables, graphs, bullets, and numbers to ~~locate, explain, or use information and~~ gain understanding of the text; and

(ii)   identify how different organizational structures including ~~such as description, temporal sequence, categorical,~~ cause and effect, ~~compare and contrast,~~ and problem and solution support the main ideas;

(D) ~~(C)~~ recognize characteristics and structures of persuasive ~~or argumentative~~ text by ~~including~~:

(i)   identifying what the author is trying to persuade the reader to think or do ~~by~~

(ii)   identifying the thesis and facts or opinions that support the thesis;

(E) ~~(D)~~ interpret and construct multimodal texts and digital literacies for a variety of purposes;

~~(E)   understand and identify elements of poetry, including rhyme, rhythm, repetition, alliteration and layout found in free verse, narrative, lyrical, and concrete forms; and~~

(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 author's purpose and message within a text~~s~~;

(B)   understand how text structure contributes to the ~~an~~ author's purpose;

(C)   identify and explain the author's use of print and graphic features to achieve specific purposes;

(D) describe ~~understand~~ how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;

(E) identify ~~and analyze~~ how the ~~an~~ author's use of language contributes to the voice ~~mood and tone in~~ ~~of~~ a text; and

(F) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose.

(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 first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;

(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;

(C) revise drafts ~~independently and collaboratively~~ by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts ~~independently and collaboratively~~ using standard English conventions ~~of grammar, spelling, capitalization, and punctuation~~, including:

    (i) ~~use~~ complete simple and compound sentences with correct subject-verb agreement;

    (ii) ~~use~~ past, present, and future verb tenses ~~properly~~;

    (iii) ~~use~~ singular, plural, common, and proper nouns;

    (iv) ~~use~~ descriptive and limiting adjectives and ~~including~~ articles;

    (v) ~~use~~ adverbs that convey time and manner;

    (vi) ~~use~~ prepositions and prepositional phrases ~~to convey relationships and add detail~~;

    (vii) ~~use~~ possessive pronouns ~~properly such as his, hers, and theirs~~;

    (viii) ~~use~~ coordinating conjunctions to form compound predicates, subjects, and sentences;

    (ix) ~~use~~ capitalization of~~, for,~~ historical periods, ~~and~~ official titles of people, and geographical names and places; ~~and~~

    (x) ~~use~~ punctuation marks including apostrophes in contractions and possessives, commas in a series and dates, and~~;~~

    (xi) paragraph ~~use correct mechanics, including~~ indentations.

(E) publish and evaluate written work ~~drafts~~ in response to feedback ~~and evaluate its effectiveness such as using a rubric~~;

(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 effective closing;

    (iii) using intentional word choice, precise nouns, and strong action~~s~~ verbs;

    (iv) constructing a variety of sentence structures and lengths; and

(v)   ~~using author's craft to~~ develop<ins>ing</ins> voice;

(G)   compose literary texts including personal narratives using genre characteristics and ~~author's~~ craft~~, fiction such as realistic or imaginative, and poetry~~;

Commented [A58]: VA Clarification

Commented [A59]: Clarification

(H)   compose informational texts ~~including essays~~ using genre characteristics and ~~author's~~ craft ~~such as~~ <ins>and reports</ins>;

(I)   compose <ins>persuasive</ins> ~~argumentative~~ texts <ins>including opinion</ins> ~~essays reviews~~ using genre characteristics and ~~author's~~ craft ~~such as~~; and

Commented [A60]: ER: Wilkerson

(J)   compose correspondence such as thank you notes or letters.

(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)   generate ~~student-selected~~ questions <ins>on a</ins> ~~based on teacher-guided~~ topics for formal and informal inquiry;

Commented [A61]: Clarification

(B)   <ins>develop and</ins> follow <ins>a</ins> ~~the~~ research plan with teacher support;

Commented [A62]: Clarification

<ins>(C)</ins> ~~(D)~~ <ins>identify</ins> ~~classify~~ primary and secondary sources;

Commented [A63]: VA: Strand 5, grade 4

<ins>(D)</ins> ~~(C)~~ select appropriate sources to gather and <ins>organize</ins> ~~categorize~~ information ~~from a variety of sources~~;

<ins>(E)</ins>   <ins>create a work cited page</ins> ~~list sources used~~;

<ins>(F)</ins>   recognize the difference between paraphrasing and plagiarism when using ~~use~~ source materials; and

<ins>(G)</ins> ~~(E)~~ demonstrate understanding using <ins>an</ins> appropriate mode of delivery, such as written, oral, and/or media;

(i)   ~~list sources used; and~~

Commented [A64]: Clarification

(ii)   ~~recognize the difference between paraphrasing and plagiarism when using use source materials; and~~

<ins>(H)</ins> ~~(F)~~ incorporate digital technology, when appropriate.

English Language Arts and Reading, Grade 4

(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. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. 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.

(b) 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:

(A) (F) develop oral language through listening and speaking by:

(i) following, restating, and giving oral instructions that involve a short related sequence of actions;

(ii) employing appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;

(iii) delivering giving descriptive and informative and procedural presentations;

(iii) actively listening and responding to presented information; to sustained oral input including reading, media, and dialogue;

(v) conducting an interview, including social and informative;

(iv) (vi) developing social communication such as applying appropriate language for a situation using English language conventions; and

(v) (vii) producing oral language in contextualized and purposeful ways using correct, practicing form, including grammar and vocabulary, and function, such as language used to clarify, explain, and argue, to communicate and build ideas.

(B) (E) demonstrate and apply phonetic knowledge by:

(i) decoding and encoding orthographic patterns and rules, including regular and irregular plurals;

(ii) using spelling patterns and rules to determine correct spelling; and

(iii) encode common homophones such as two, to, and too.

(C) (C) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

(D) (B) develop vocabulary toby:

(i) use print, digital, and web-based reference materials to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;

(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;

(iii) (iv) identify determining the meaning of base words with affixes including over-, mis-, sub-, inter-, fore-, under-, en-, -en, -ic, -ment, -ity/ty, and -ible/able;

(iv) (iii) determining the meaning and usage of grade-level academic English words derived from Greek and Latin roots including auto, bio, graph, meter, phon, port, and tele;

(v) identifying and using antonyms, and synonyms, homographs, and homophones; and

(v) complete analogies using knowledge of antonyms and synonyms such as boy : girl as male : _____;

Commented [A67]: Clarification

Commented [A68]: Clarification

Commented [A69]: VA with Strand 5

Commented [A70]: VA

Commented [A71]: VA

Commented [A72]: Clarification

Commented [A73]: Streamline; belongs as a primary source in Strand 8

Commented [A74]: Clarification

Commented [A75]: ER: M. Hill

Commented [A76]: SBOE

Commented [A77]: Streamline

Commented [A78]: Streamline

(vi) ~~correctly use common homophones such as there, their, and they're; and~~

(vii) identify the meaning of idioms ~~such as "it's raining cats and dogs"~~;

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

((F)~~D~~ write legibly in <u>print and</u> cursive to complete assignments;

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

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

(C) ~~(A)~~ make and confirm predictions using text features, <u>characteristics of genre</u> ~~elements~~, and structures;

(D) ~~(C)~~ create mental images to deepen understanding;

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

(F)~~(E)~~ make inferences and use <u>text</u> evidence to support understanding;

G) ~~(F)~~ ~~prioritize~~ <u>evaluate</u> information read to determine what is most important;

(H) ~~(G)~~ synthesize information to create new understanding; and

(I) monitor <u>and adjust</u> comprehension ~~make corrections and make adjustments~~ when understanding breaks down.

(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~~ <u>personal and</u> emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;

(B) <u>use text evidence to support an appropriate response</u>; ~~develop an understanding of explain multiple viewpoints such as personal, and character, and support with text evidence~~;

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

(D) ~~react~~ <u>interact with</u> ~~to~~ a variety of sources ~~read, heard, or viewed~~ in meaningful ways such as note-taking, annotating, free writing, or illustrating;

(E) respond <u>using newly</u> ~~to various sources embedding~~ acquired vocabulary as appropriate; and

(F)~~(D)~~ discuss specific ideas in the text important to the implied meaning.

(G) ~~(F)~~ <u>compare and contrast ideas</u> ~~(discuss similarities and differences)~~ across a variety of sources.

(4) Collaboration: 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, ask relevant questions, and make pertinent comments;

(B) work productively <u>with others to develop a plan of shared responsibilities</u> ~~others by following agreed upon rules~~ <u>norms</u> for ~~discussion~~;

Commented [A79]: VA

Commented [A80]: ER: M. Hill; Streamline

Commented [A81]: VA; ER

Commented [A82]: Fountas & Pinell: This is how these terms are referred to in <u>Genre Study</u>.

Commented [A83]: Fountas & Pinell: This is how these terms are referred to in <u>Genre Study</u>.

Commented [A84]: VA
Clarification

Commented [A85]: Making connections addresses Hill's recommendation to add compare/contrast

Commented [A86]: Unnecessary language;

Commented [A87]: Clarification

Commented [A88]: Clarification; higher level of Bloom's taxonomy

Commented [A89]: Clarification and redundancy

Commented [A90]: Clarification

Commented [A91]: Comprehension in an internal process. Metacognition is thinking about our thinking, and is assessed and measured through response.

Commented [A92]: ER: M. Hill

Commented [A93]: ER: Avrit
INF: TCTLA
CCRS

Commented [A94]: VA, K-12
ER: Wilkerson
ER: Cavanaugh
CCRS

Commented [A95]: Analytical response is the most difficult for students, and must start early. The wording open-ended enough to differentiate based on the complexity of the text.

Commented [A96]: Addressed in strand 6

Commented [A97]: ER: Wilkerson
CCRS

Commented [A98]: Clarification

Commented [A99]: ER: Avrit
CCRS

Commented [A100]: ER: Cavanaugh
ER: Arreguin-Anderson

Commented [A101]: ER: Cavanaugh
INF
CCRS

Commented [A102]: ER: M. Hill
CCRS

Commented [A103]: CCRS

(C) articulate thoughts clearly and ~~participate in teacher- and student-led discussions by~~ build upon the ideas of others during discussion ~~speaking coherently with appropriate detail about the topic and providing suggestions~~; and

(D) reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.

(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) ~~(F)~~ develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres including ~~such as~~ historical fiction, folktales ~~traditional, fantasy, biographies, personal narrative/memoir,~~ informational text, ~~primary source documents,~~ narrative non-fiction, and poetry.

(B) ~~(A)~~ recognize characteristics and structures of literary texts including:

(i) analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution ~~including flashback as a way to develop plot~~;

(ii) explaining the significance of the setting in relationship to the plot; ~~relationship~~ including a historical setting;

(iii) explaining the interactions of the characters and the changes they undergo; ~~and~~

(iv) identifying and inferring basic themes supported by ~~with~~ text~~ual~~ evidence; and

(v) ~~(E)~~ ~~understand and~~ identify~~ing~~ and explaining the elements of poetry, including the imagery, visual arrangement, sound devices such as rhyme, alliteration, and onomatopoeia, figurative language, and speaker in narrative and lyrical poetry. ~~mood, stanzas and line breaks~~;

(C) ~~(B)~~ recognize characteristics and structures of informational text including:

(i) using features, including pronunciation guides and diagrams, to ~~locate, explain, or use information and~~ gain understanding of text; and

(ii) identify how different organizational structures including ~~such as~~ cause and effect, compare and contrast, problem and solution, ~~description,~~ and chronological order support the main ideas;

(D) recognize characteristics and structures of persuasive ~~or argumentative~~ text including

(i) identifying and analyzing what the author is trying to persuade the reader to think or do; ~~by~~

(ii) identifying the thesis and facts or opinions that support the thesis;

(E) interpret and construct multimodal texts and digital literacies for a variety of purposes;

(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 author's purpose and message within a text~~s~~;

(B) understand how text structure contributes to the ~~an~~ author's purpose;

(C) ~~identify and~~ explain the author's use of print and graphic features to achieve specific purposes;

(D)   describe understand how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;

(E)   identify and analyze how the an author's use of language contributes to the voice mood and tone of in a text; and

(F)   identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose; and

(G)   identify and explain the use of the literary device, exaggeration, when used rhetorically.

(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 first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;

(B)   develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;

(C)   revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D)   edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i)   use complete simple and compound sentences with correct subject-verb agreement;

(ii)   use irregular verbs;

(iii)   use singular, plural, common, and proper nouns;

(iv)   use descriptive adjectives, including their comparative and superlative forms;

(v)   use adverbs to convey frequency and intensity;

(vi)   use prepositions and prepositional phrases to convey location, time, and direction, or to provide details;

(vii)   use reflexive pronouns such as myself, ourselves, itself and yourself;

(viii) use coordinating conjunctions to form compound predicates, subjects, and sentences;

(ix)   use capitalization of for historical events and documents; titles of books; stories and essays; languages, races, and nationalities; and

(x)   use punctuation marks including commas in compound sentences, complex sentences and dialogue, quotation marks in dialogue; and

(xi)   punctuation marks including commas and quotation marks in dialogue;

(E)   publish and evaluate written work drafts in response to feedback and evaluate its effectiveness such as using a rubric;

(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 effective closing;

(iii)   using intentional word choice, precise nouns, and strong actions verbs;

    (iv) 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 ~~such as realistic or fantasy~~, and poetry using genre characteristics and ~~author's~~ craft ~~including~~;

  (H) compose informational texts using genre characteristics and ~~author's~~ craft ~~including essays~~;

  (I) compose persuasive ~~argumentative~~ texts including opinion essays using genre characteristics and ~~author's~~ craft ~~such as advertisements~~; and

  (J) compose correspondence that requests information ~~such as a business letter~~.

(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) generate and clarify ~~student-selected~~ questions ~~based on teacher-guided~~ on a topics for formal and informal inquiry;

  (B) develop and follow a ~~the~~ research plan with teacher support;

  (C) ~~(D)~~ understand credibility of primary and secondary sources;

  (D) ~~(C)~~ analyze and organize collected information from a variety of sources;

  (E) develop a bibliography;

  (F) recognize the difference between paraphrasing and plagiarism when using ~~use~~ source materials; and

  (G) ~~(E)~~ demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media;

    (i) ~~list sources used; and~~

    (ii) ~~recognize the difference between paraphrasing and plagiarism when using use source materials; and~~

  (H) ~~(F)~~ incorporate digital technology, when appropriate.

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Commented [A127]: Streamline

Commented [A128]: Rearranged for clarification

Commented [A129]: Clarification

Commented [A130]: Streamline

Commented [A131]: Clarification

Commented [A132]: VA grades K-5

Commented [A133]: VA, 3rd grade

Commented [A134]: Rearranged for clarification

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Commented [A136]: Clarification

Commented [A137]: Clarification

Commented [A138]: Clarification

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English Language Arts and Reading, Grade 5

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. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. 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).

Commented [A140]: These sentences need to be added to any grade level that has student expectations related to encoding/decoding.

Commented [A141]: 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.

(b) 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:

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

(B) Develop vocabulary by to:

(i) use a variety of resources print, digital, and web-based to determine meanings, syllabication, and pronunciation to validate understanding of unknown words;

(ii) use context to determine the meaning of unfamiliar words or multiple meaning words in grade level text;

(iii) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: terr, chrono, audi, geo, dict, photo, and ject

(iv) identify the meaning of base words with affixes including: de-, trans-, super-, anti-, mid-, semi-, -al/ial, -ive, -ous/-eous/-ious, and –logy;

(v) identify and use investigate word relationships such as antonyms and synonyms, and analogies;

| Commented [A142]: Streamline |
| Commented [A143]: ER: Wilkerson |

(vii) identify and explain the meaning of idioms such as "green with envy" and adages such as "look before you leap;"

| Commented [A144]: Streamline |

(C) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

| Commented [A145]: SBOE |

(D) write legibly in print and cursive;

(E) demonstrate and apply phonetic knowledge by:

(i) decoding and encoding consonant changes including /t/ to /sh/ such as in select and selection, and /k/ to /sh/ such as in music and musician;

| Commented [A146]: Streamlined |

(ii) decoding and encoding /k/ to /sh/ such as in music and musician;

(iii) decoding and encoding vowel changes including long to short such as in define to definition;

| Commented [A147]: Streamline |

(iv) decoding and encoding silent and sounded consonants such as sign to signal; and

(v) decoding and encoding base words with affixes, including: de-, trans-, super-, anti-, mid-, semi—, -al/ial, -ive, -ous/-eous/-ious, and –logy; and

(vi) differentiate between commonly confused terms such as its, it's; affect, effect;

| Commented [A148]: Streamline |

(F) develop oral language through listening and speaking by:

(i) following, restating, and giving oral instructions that involve a short related sequence of actions;

(ii) employing appropriate eye contact, speaking rate, volume, enunciation, and the conventions of language;

(iii) delivering giving descriptive and informative and procedural presentations;

| Commented [A149]: Clarification |
| Commented [A150]: Clarification |
| Commented [A151]: VA with Strand 5 |
| Commented [A152]: VA |
| Commented [A153]: VA |

(iii) (iv) listening to and drawing conclusions in content learning activities;

(iv) (v) conducting an interview, including social and informative;

(v) (vi) developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, negotiate, and solve problems; and

(vi) (vii) using oral language to inform and to persuade, and to entertain.

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

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

(C) (A) make and confirm predictions using text features, characteristics of genre elements and structures;

(D) (C) create mental images to deepen understanding;

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

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

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

(H) (G) synthesize information to create new understanding; and

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

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

(B) use text evidence to support an appropriate response develop an understanding of explain multiple viewpoints such as personal, and character, and support with text evidence;

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

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

(E) respond using newly to various sources embedding acquired vocabulary as appropriate; and

(F) (D) discuss specific ideas in the text important to the implied meaning; and

(G) (F) compare and contrast ideas (discuss similarities and differences) across a variety of sources.

(4) Collaboration: 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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

(B) work productively with others to develop a plan of shared responsibilities others by following agreed upon rules norms for discussion;

Commented [A154]: Streamline; belongs as a primary source in Strand 8

Commented [A155]: Streamline

Commented [A156]: Fountas & Pinell: This is how these terms are referred to in Genre Study.

Commented [A157]: Fountas & Pinell: This is how these terms are referred to in Genre Study.

Commented [A158]: VA
Clarification

Commented [A159]: Making connections addresses Hill's recommendation to add compare/contrast

Commented [A160]: Unnecessary language;

Commented [A161]: Clarification

Commented [A162]: Clarification; higher level of Bloom's taxonomy

Commented [A163]: Clarification and redundancy

Commented [A164]: Clarification

Commented [A165]: Comprehension in an internal process. Metacognition is thinking about our thinking, and is assessed and measured through response.

Commented [A166]: ER: M. Hill

Commented [A167]: ER: Avrit
INF: TCTLA
CCRS

Commented [A168]: VA, K-12
ER: Wilkerson
ER: Cavanaugh
CCRS

Commented [A169]: Analytical response is the most difficult for students, and must start early. The wording open-ended enough to differentiate based on the complexity of the text.

Commented [A170]: Addressed in strand 6

Commented [A171]: ER: Wilkerson
CCRS

Commented [A172]: Clarification

Commented [A173]: ER: Avrit
CCRS

Commented [A174]: ER: Cavanaugh
ER: Arreguin-Anderson

Commented [A175]: ER: Cavanaugh
INF
CCRS

Commented [A176]: ER: M. Hill

Commented [A177]: VA

Commented [A178]: CCRS

(C)   articulate thoughts clearly and participate in teacher- and student-led discussions by build upon the ideas of others during discussion speaking coherently with appropriate detail about the topic and providing suggestions; and

(D)   reflect on and respond to the effectiveness of collaboration by acknowledging the contributions of others.

(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) (F)   develop an understanding of recognize how forms and structures are the same and different within and across genres including such as historical fiction, legends and myths, fantasy, biographies, autobiographies, personal narrative/memoir, informational text, primary source documents, narrative non-fiction, poetry, and drama.

    (B) (A)   recognize characteristics and structures of literary texts including:

        (i)   analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback;

        (ii)   explaining the significance of the setting in relationship to the plot, relationship including a historical setting;

        (iii)   explaining the roles and functions of characters including their relationships and conflicts;

        (iv)   explaining multiple themes and ideas not explicitly stated within and across texts; and

        (v)   identifying and explaining the elements of poetry, including imagery, visual, arrangement, sound devices such as internal rhyme and rhyme scheme, figurative language, mood, and speaker in narrative and lyrical poems; and

        (vi) (v)   identifying the elements of a play, including acts, scenes, stage directions, and scripted dialogue.

    (C)   recognize characteristics and structures of informational text including:

        (i)   using features, including insets, timelines, and sidebars, to locate, explain, or use information and gain understanding of text; and

        (ii)   explain how different organizational structures including such as cause and effect, compare and contrast, problem and solution, description, and sequential and chronological order support the main ideas;

    (D)   recognize characteristics and structures of persuasive or argumentative text by including: identifying the thesis and explain how the author has used facts for or against an argument and verifying the facts;.

    (E)   interpret and construct multimodal texts and digital literacies for a variety of purposes;.

    (E)   understand and identify elements of poetry, including internal rhyme, onomatopoeia, and rhyme scheme found in various forms of poetry; and

(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 author's purpose and message within a texts;

    (B)   understand how text structure contributes to the an author's purpose;

Commented [A179]: Clarification and streamline from The Partnership for 21st Century Skills.

Commented [A180]: Clarification
MV

Commented [A181]: The term diverse is inclusive of multicultural communities and groups of people.

Commented [A182]: Clarification

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VA

Commented [A185]: Streamline

Commented [A186]: Streamline

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(C) identify and explain the author's use of print and graphic features to achieve specific purposes;

(D) describe understand how the author's use of literal and figurative language such as metaphor, simile, and imagery achieves specific purposes;

(E) identify and analyze how the an author's use of language contributes to the voice in mood and tone of a text;

(F) identify and analyze the use of literary devices including point of view in first or third person and foreshadowing to achieve a specific purpose; and including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and

(G) identify and analyze the use of rhetorical devices including exaggeration and stereotyping.

(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 first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;

(B) develop drafts of varying lengths by organizing ideas into a focused, structured, and coherent piece of writing;

(C) revise drafts independently and collaboratively by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation, including:

(i) use complete simple, compound, and complex complex, and compound sentences with correct subject-verb agreement;

(ii) use irregular verbs and active voice;

(iii) use collective nouns class and public;

(iv) use descriptive adjectives including those indicating origin and their comparative and superlative forms;

(v) use adverbs that convey frequency and intensity;

(vi) use prepositions and prepositional phrases to convey location, time, direction, or to provide details;

(vii) use indefinite pronouns including all, both, nothing, or anything;

(viii) use coordinating conjunctions to form compound predicates, subjects, and sentences;

(ix) use subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(x) use capitalization of for: abbreviations, initials, acronyms, and organizations; and

(xi) use punctuation marks including commas in compound and complex sentences;

(xii) punctuation marks, including commas and quotation marks in dialogue; and

(xiii) punctuation marks, including proper italics and underlining for titles and emphasis;

(E)   publish and evaluate written work drafts in response to feedback and evaluate its effectiveness such as using a rubric;

(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 effective closing;

     (iii)   using intentional word choice, precise nouns, and strong actions verbs;

     (iv)   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, such as realistic or historical, and poetry using genre characteristics and author's craft including such as personal narratives, fiction, such as realistic or historical, and poetry;

(H)   compose informational texts using genre characteristics and author's craft such as essays and biographies;

(I)   compose persuasive argumentative texts such as editorials using genre characteristics and author's craft; and

(J)   compose correspondence such as email or blog.

(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)   generate and clarify student-selected questions based on teacher-guided on a topics for formal and informal inquiry;

   (B)   develop and follow a the research plan with teacher support;

   (C) (D) understand credibility of and differentiate between primary and secondary sources;

   (D) (C) analyze and organize collected information from a variety of sources;

   (E)   develop a bibliography of sources used;

   (F)   differentiate between paraphrasing and plagiarism when using use source materials; and

   (E) (G) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media;

     (i)   list sources used; and

     (ii)   recognize the difference between paraphrasing and plagiarism when using use source materials; and

(H) (F) incorporate digital technology, when appropriate.

Commented [A209]: Clarification

Commented [A210]: Clarification

Commented [A211]: Clarification

Commented [A212]: Streamline

Commented [A213]: Rearranged for clarification

Commented [A214]: Streamline

Commented [A215]: Streamline

Commented [A216]: Streamline

Commented [A217]: VA grades K-5

Commented [A218]: Rearranged for clarification

Commented [A219]: Streamline

Commented [A220]: Clarification

Commented [A221]: Clarification

Commented [A222]: VA

Commented [A223]: Clarification

Commented [A224]: VA Clarification

Commented [A225]: Clarification