Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

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-IV**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (deletions). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (moved text) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column 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

VA—information added, changed, or deleted to increase vertical alignment

ENGLISH I, ENGLISH LANGUAGE ARTS AND READING TABLE OF CONTENTS

§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.	
TEKS with edits	Committee Comments
(a) Introduction.	
(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	Language to show how intertwined reading, writing, speaking, listening, etc. (maybe look at fine arts as an example) 1. Broad, educational statement 2. Specifics to subject area 3. Statement specific to course (might not need this) 4. Description of strands 5. Include ELL specific language???
(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can	

		analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)		To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.	
(4)		To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.	
(b)		Knowledge and skills.	
(1)		Language Skills: **Reading/Writing/Speaking/Listening using Multiple Text Types**: ~~Beginning and Sustaining Foundational Skills.~~ Students apply word structure knowledge and use ~~the relationships between letters and sounds,~~ spelling patterns~~,~~ and morphological analysis to decode and encode text that is read, written, spoken, and heard. Students acquire vocabulary and communicate coherently about the knowledge and relationships found when studying the structure and contextual meaning of words. ~~Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners.~~ Students are expected to:	Final draft, discuss comma
~~(1)~~		~~Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:~~	
(A)		~~determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;~~ Apply word study to increase vocabulary and learn new words and concepts, including academic and other content area vocabulary.	CCRS II.B.1
(B)		~~analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;~~ Use context and knowledge of roots, affixes, and cognates to determine denotations and connotations of unfamiliar words and phrases.	CCRS II.B.2

(C)	~~produce analogies that describe a function of an object or its description;~~	MV: 1. To keep "analogies" as a type of word study as it forces students to consider relationships between words; "part of critical thinking"; concern that not all districts have ESOL; if analogies are included, other methods of word study must also be included; analogies are included are tested for exit-testing. 2. To strike "analogies" all together because CCRS have removed them, they are covered in "word study", and teachers should be trusted to include them (analogies removed from SAT/ACT) ==ESOL to add "such as analogies" to Strand 1 (?)==
(D)	~~describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and~~	"foreign words or phrases" are included in "word study" (D merged with A)
(E)	~~use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.~~ Use a variety of resources both print and digital, including dictionaries, thesauri or glossaries, to define, and validate understanding.	CCRS II.B.3 MV: 1. To keep "etymology" because it is a specific term and requires a specific action of study ("word study" doesn't mean the same thing), will give more specific direction to the teacher. 2. To remove "etymology" because we must trust teachers to understand the meaning of "word study"—and all its parts; to streamline language
1D	Self-select and independently read	Streamlined from ESOL 1
—		

English I (One Credit), Beginning with School Year 2009-2010.

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Reading/Comprehension Skills

Combine information from the text and the readers schema in order to create a new understanding

Note: Synthesis – C Synthesis - (2DI)

Use text features, elements, structure to make and confirm prediction.

Note: Predicting (CCRS 111 2A) –

Generate questions about text to deepen understanding and gain information.

Note: Questioning (Figure 19 B)

Visualize to create sensory images to interpret and analyze text.

Visualizing (CCRS 11 A6) –

Search connections to personal experiences, ideas in other texts, and to the larger community.

Note: Connecting (Fig 19 F) (CCRS 11D1)– Search

Sort through information read to distinguish what is most important and understanding the authors message.

Note: Determining Importance – New S.E. (Research cited: Allington, Stephanie Harvey) Wilkerson (E.R.)

Make inference about text and use textual evidence to support understanding.

Note: Inference (Fig. 19 D) (CCRS IIA4)

Summarize paraphrase or retell (Synthesis it is justified in a S.E.) text in ways that maintain meaning and logical order within a text and across text.

Note: Summarize (Fig.19 E)

Establish purpose for reading assigned and self selected text and monitor comprehension making connections and adjustments when that understanding breaks down.

Note: Comprehension repair/self monitor (Fig. 19) (3rd 2.c)

3	(3) Response: Reading/Writing/Speaking/Listening/Inquiring using Multiple Text Types: ~~Response~~ Students speak and write to convey viewpoints and comprehension of texts, which are read or heard, using the conventions of English for a variety of audiences and purposes. ~~Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners.~~ Students are expected to:	
3 (A)	Explain how texts evoke personal response.	CCRS II.D.1
3 (B)	Defend ideas and claims with accurate textual evidence and relevant examples.	Streamlined TEKS 2, 3, 4 5, 6, 7, 8, 9, 10 --supporting evidence from texts was in all reading KS CCRS2.A.4
3 (C)	Communicate understanding of implicit and explicit meaning of a text.	CCRS II.A.3
3 (D)	Communicate a text's relevance and credibility based on its context and source.	CCRS I.F.2, II.C.4
24 (A) 3 (E)	~~listen responsively to a speaker by taking notes that~~ use a variety of note taking strategies such as annotating, freewriting, summarizing, and synthesizing, ~~or highlight the speaker's~~ ideas for ~~critical reflection and by asking questions related to the content for~~ clarification and elaboration	CCRS IV.A.3 CCRS IV.B.3
4	**(4) Collaboration: Reading/Writing/Speaking/Listening/Inquiring using Multiple Text Types: ~~Collaboration~~** Students work in teams which are both teacher and student-led to communicate effectively in a variety of contexts using academic language. ~~the conventions of English. Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners.~~ Students are expected to:	From 26 & CCRS *Do we need to include "formal/informal" teams?*
4 (A)	Participate productively with others toward common goals.	From 26 CCRS III.B.2
4(B)	Develop a plan and set ground rules for decision-making.	From 26 CCRS III.B.2
4 (C)	Listen actively, respond appropriately, and adjust communication to audiences and purposes.	CCRS III.A.2 CCRS IV.B.1
4 (D)	Contribute relevant information and provide constructive feedback by posing and answering questions, and conveying viewpoints.	From 26 CCRS III.B.2
4 (E)	Analyze and evaluate collaborations.	CCRS III.B.3 *To include more than "presentations"?* *To add anything about "validate?"*

	TEKS with edits	Committee Comments
(b)	**Knowledge and skills.**	
(5)	**(5) Multiple Genres**: **Listening, Speaking, Reading and Writing using Multiple Texts.** Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:	
(A)	Analyze the structure and elements of classical, traditional, contemporary, and diverse literature including theme and author's message.	Moved and combined from 2(A) and 2(B) CCRS II.C.2
(B)	Analyze text from literary and expository genres as models to craft authentic writing.	Suggestion from Cavanaugh on question #10 to create connection between reading and writing
(C)	Make complex inferences across multiple texts, within and across genres, for elements such as theme, tone, characters, topic, perspective, and style using textual evidence.	Combined from 9(D) and 9(C) CCRS II.A.8
(D)	Compare and contrast coverage of how events are presented and information is communicated in various media, such as newspapers, television, documentaries, blogs, visual images and internet.	Moved and combined from 12(C) and 12(A)
(E)	Analyze how the historical period and cultural contexts influence texts.	CCRS II C 3 AND TEKS 8
(F)	Analyze and draw conclusions from data presented in multiple graphical sources.	Streamlined from 11B
(G)	Recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, relevant supporting evidence, pertinent examples, and insightful commentary to informational texts.	Moved and combined from 15 TEKS
(H)	Recognize and apply rhetorical techniques and craft, such as setting, characters, plot, literary devices, and structural elements to literary texts.	Moved from 14 TEKS
(I)	Recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, reasoning, appeals, opposing viewpoints, and awareness of audience to argumentative texts.	Moved and combined from 16 TEKS
2(A)	analyze how the genre of texts with similar themes shapes meaning;	Combined with 2(B) and moved to (A)
2(B)	analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	Combined with 2(A) and moved to (A)
5(A)	analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	Move to strand 6
(8)	**Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and**	Moved to 5E

	contemporary contexts and provide evidence from the text to support their understanding. **Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.**	
9(C)	make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	Combined with 9(D) and moved to (C)
9(D)	synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	Combined with 9(C) and moved to (C)
11(A)	analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	Move to strand 6
11(B)	analyze factual, quantitative, or technical data presented in multiple graphical sources.	Move to Strand 2
12(B)	analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Move to strand 6
12(C)	compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	Move to (D)
14(A)	write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	Move to strand 7

14(C)	write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Move to strand 7

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	TEKS with edits	Committee Comments
	Knowledge and skills.	
(6)	**Author's Purpose and Craft: Reading/Writing/Speaking/Listening using Multiple Text Types:** Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:	
6(A)	Use effective reading strategies to identify and analyze the audience, purpose, and message of a text.	CCRS II.A.1, 9
6(B)	Identify and analyze how an author's use of language contributes to the voice, mood, or tone of a text.	CCRS II.A.10
6(C)	Analyze the effect of literal and figurative language, including metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes.	CCRS II.A.7
6(D)	Identify and analyze the use of literary devices including point of view, irony, and idiom to achieve specific purposes.	
6(E)	Analyze the use of text structures to achieve specific purposes.	STREAMLINED: consolidated the concepts of genre-specific "structure and elements" in TEKS 3, 4, 5, 6
6(F)	Analyze types of details, examples, and evidence used by authors, such as personal anecdote and factual information, to achieve specific purposes.	Concepts of personal example and factual information borrowed from TEKS 6
6(G)	Identify and analyze the use of rhetorical devices including allusion, repetition, and appeals.	
6(H)	Analyze author's use of print and graphic features to achieve specific purposes.	CCRS II.A.2
6(I)	Use the elements of craft to advance the writer's purpose when composing a variety of texts.	CCRS I.A
2(C)	~~relate the figurative language of a literary work to its historical and cultural setting.~~	Move figurative language to strand

		(figurative language added, historical context move to 5)
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	Move to 5 Move to 6C and 6E
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	Move to 5
5(B)	analyze how authors develop complex yet believable characters in works of fiction literary texts through a range of literary devices, including archetypes character foils;	Revised and currently 2F. Move to 5?
5(C)	analyze the way in which a work of fiction how point of view influences a text is shaped by the narrator's; and	Moved to 2G, point of view retained in 6D
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	Move to 2 and 3 Move examples and evidence 6F and revise
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	Move d to 6D and revise
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	History/Culture moved to 5
9(B)	differentiate between opinions that are substantiated and unsubstantiated in the text;	Move to Strand 8
9(D)	synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	Move to Strand 8
10(A)	analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	Move to Strand 8
10(B)	analyze famous speeches for the rhetorical structures and devices used to convince the reader of the	Moved to 6G

	authors' propositions.		
11(A)	analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	Delete	
12(B)	analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Introduction states that media is implied in "text." 6H addresses graphic features	
12(D)	evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Concept moved to new 6G for English II-IV	
14(A)	write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	Moved to 7	
14(C)	write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Delete	

~~(13)~~ 7	**~~Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:~~**	
~~13(A)~~ 7A	~~plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;~~ 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.	Streamlining
~~13(B)~~ 7B	~~structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;~~ 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.	Streamlining
~~13(C)~~ 7C	~~revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;~~ Revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.	Streamlining
~~13(D)~~ 7D	~~edit drafts for grammar, mechanics, and spelling; and~~ Edit drafts independently and collaboratively for conventions.	Streamlining
~~13(E)~~ 7E	~~revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.~~ Publish written work for appropriate audiences.	Streamlining
7F	Students write informational essays utilizing genre characteristics and author's craft.	Streamlined from 15A Allows students to master one type of writing.
7G	Write a multi-genre composition choosing elements from literary, informational, and argumentative modes.	New: Allows students to experiment with the different modes.
7H	Develop an engaging idea reflecting depth of thought with specific details and relevance.	7.6 New In order to streamline, 7G-K represent characteristics of strong writing that appears in all genres.
7I	Organize with sound and purposeful structure including an effective lead, sentence-to-sentence	7.7 New CCRS 4 A

	connections, and closing.		
7J	Use intentional word choice, precise nouns, and strong actions verbs	7.8 New CCRS 4 C	
7K	Create sentence fluency including a variety of sentence structure and length.	7.9 New CCRS 4 C	
7L	Design author's craft to develop voice.	7.10 New CCRS 4 B	
7M	Use correct conventions including	7.11 New CCRS 5 College Readiness Standards	
7N(i)	sentence–combining techniques, effectively avoiding problematic splices, and sentence fragments.	College Readiness Standards	
7N (ii)	commas to set off absolute, gerund, infinitive, and participle phrases	9.17A(i)	
7N(iii)	semi-colons to indicate a relationship between closely related independent clauses.	7.20B(ii) College Readiness Standards	
7N(iv)	colons to introduce an example or an elaboration.	College Readiness Standards	
7N(v)	consistent and logical use of verb tense.	College Readiness Standards	
7N(vi)	subject-verb agreement.	6.19C College Readiness Standards	
7N(vii)	pronoun-agreement.	7.20B(i)	
7N(viii)	apostrophes to show possession.	7.20B(i)	
7N(ix)	accurate usage of homonyms.	4.22C College Readiness Standards	
7N(x)	capitalization.	Eng I-IV 18A	
7N(xi)	capitalization and punctuation of titles.	6.20C	
	Identify and correct dangling modifiers.	.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:		
14(A)	write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the	Strand 5, 6 and 7	

	plot;		
14(B)	write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	<mark>Strand 5</mark> 7	
14(C)	write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Strand 5, 6 and 7 ?	
(15)	**Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:**		
15(A)	write an analytical essay of sufficient length that includes:	Strand 7?	
15A(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	Streamlined 7G	
15A(ii)	rhetorical devices, and transitions between paragraphs;	Streamlined 7G	
15A(iii)	a controlling idea or thesis;	Moved to Strand 5	
15A(iv)	an organizing structure appropriate to purpose, audience, and context; and	Streamlined 7G	
15A(v)	relevant information and valid inferences;	Strand 5 and 8	
15(B)	write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	Strand 5??	
15B(i)	organized and accurately conveyed information; and	Streamlined 7G	
15B(ii)	reader-friendly formatting techniques;	?	
15(C)	write an interpretative response to an expository or a literary text (e.g., essay or review) that:	?	
15C(i)	extends beyond a summary and literal analysis;	?	
15C(ii)	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	?	
15C(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and	Moved to 6	
15(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	?	

(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	
16(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence;	Strand 5
16(B)	consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	?
16(C)	counter-arguments based on evidence to anticipate and address objections;	?
16(D)	an organizing structure appropriate to the purpose, audience, and context; and	?
16(E)	an analysis of the relative value of specific data, facts, and ideas.	?
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
17(A)	use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	Streamlined 7K
17A(i)	more complex active and passive tenses and verbals (gerunds, infinitives, participles);	Move to English I and English III
17A(ii)	restrictive and nonrestrictive relative clauses; and	Move to 8th grade
17A(iii)	reciprocal pronouns (e.g., each other, one another);	Streamlined 7K
17(B)	identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	Eliminated
17(C)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	Moved to 7I
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	
18(A)	use conventions of capitalization; and	Streamlined 7K
18(B)	use correct punctuation marks including:	Strand 7
18B(i)	quotation marks to indicate sarcasm or irony;	

18B(ii)	comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	
18B(iii)	dashes to emphasize parenthetical information.	
(19)	**Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.**	Strand 7
24(C)	evaluate the effectiveness of a speaker's main and supporting ideas.	Strand 4 or 7
(25)	**Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.**	Strand 7

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(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in research on a complex, multi-faceted topic.	See 8.2.ii
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	See 8.2.ii
(B)	organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	See 8.2.ii
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	See 8.2.ii See 8.2.vi
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	See 8.2.iii
(A)	modify the major research question as necessary to refocus the research plan;	See 8.2.iii
(B)	evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	See 8.2.iii
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	See 8.2.iii
8A	Use the research process in informal inquiries to develop topics and questions, locate relevant sources, critically evaluate sources, and demonstrate understanding.	CCRS V.A.1 CCRS V.B.1 CCRS V.B.2
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A)	marshals evidence in support of a clear thesis statement and related claims;	See Strand 5.G

(B)	~~provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;~~	See Strand 5.G
(C)	~~uses graphics and illustrations to help explain concepts where appropriate;~~	
B	Use the research process in formal inquiries to develop topics and questions, devise a plan, locate and synthesize information from a variety of sources, critically evaluate sources.	Split from TEKS (20), (21), (22) CCRS V.A.1 CCRS V.B.1,2,3
C	Use the research process in formal inquiries to determine the mode of delivery and to use of information in order to design and present an effective product displaying academic citations.	Split from TEKS (20), (21), (22) CCRS V.A.1 CCRS V.B.1,2,3 CCRS V.C
D	Use source material ethically.	(21) (C) CCRS V.C.2
(D)	~~uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and~~	
(E)	~~uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.~~	
E	Use appropriate technology to gather, organize, manage, analyze, and present information.	CCRS V.C.1