

The State Board of Education (SBOE) proposes amendments to §§128.1-128.7, 128.20-128.23, 128.34, and 128.35 and the repeal of §§128.10-128.18, concerning Texas Essential Knowledge and Skills (TEKS) for Spanish language arts and reading and English as a second language. The proposed amendments would update the rules to align with recent revisions to the college and career readiness standards (CCRS) and make technical adjustments, including the correction of inconsistencies that have been identified. The proposed repeals would remove the TEKS adopted to be effective in 2009 for elementary and middle school Spanish language arts and reading and related implementation language that will be superseded by new 19 TAC §§128.1-128.7 and 128.20-128.23 beginning with the 2019-2020 school year.

BACKGROUND INFORMATION AND JUSTIFICATION: In 2006, the 79th Texas Legislature required the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) to establish vertical teams composed of public school educators and faculty from institutions of higher education to develop CCRS in the areas of English/language arts, mathematics, science, and social studies. The THECB adopted the CCRS in January 2008. The commissioner of education approved the CCRS, and the SBOE incorporated them into the TEKS as follows: English language arts and reading TEKS in 2008; mathematics and science TEKS in 2009; and social studies TEKS in 2010. In 2018, the THECB adopted updates to the CCRS for English/language arts and mathematics. The proposed amendments to 19 TAC Chapter 128 would add student expectations to the TEKS to ensure complete alignment with the updated CCRS.

In 2017, the SBOE adopted revisions to the Spanish language arts and reading and English as a second language TEKS. The revised TEKS for elementary and middle school are scheduled to be implemented beginning with the 2019-2020 school year, and the revised TEKS for high school are scheduled to be implemented beginning with the 2020-2021 school year, depending on the availability of funding for instructional materials. Since the time of adoption, inconsistencies and necessary technical adjustments in the TEKS have been identified. The proposed amendments would make technical adjustments and clarify student expectations.

Additionally, with the implementation of the revised Spanish language arts and reading TEKS for elementary and middle school scheduled for the 2019-2020 school year, the current TEKS in 19 TAC §§128.10-128.18 are no longer needed and may now be repealed.

The SBOE approved the proposed amendments and repeals for first reading and filing authorization at its April 5, 2019 meeting.

FISCAL IMPACT: Monica Martinez, associate commissioner for standards and support services, has determined that for the first five-year period the proposal is in effect there are no additional costs to state or local government required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing

regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: Ms. Martinez has determined that for each year of the first five years the proposal is in effect, the public benefit anticipated as a result of enforcing the proposal would be additional clarification of the reading language arts standards to avoid confusion. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins May 3, 2019, and ends June 7, 2019. A form for submitting public comments is available on the TEA website at [https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_\(TAC\)/Proposed_State_Board_of_Education_Rules/](https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/Proposed_State_Board_of_Education_Rules/). Comments on the proposal may also be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2019 in accordance with the SBOE board operating policies and procedures. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register* on May 3, 2019.

STATUTORY AUTHORITY. The amendments are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; and TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

CROSS REFERENCE TO STATUTE. The amendments implement Texas Education Code, §7.102(c)(4) and §28.002(a) and (c).

<rule>

§128.1. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Adopted 2017.

- (a) The provisions of this section and §§128.2-128.7 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for Spanish language arts and reading as adopted in §§128.2-128.7 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.2-128.7 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.2-128.7 of this title shall be implemented for the following school year.

~~[(e) Sections 128.11-128.16 of this title shall be superseded by the implementation of this section and §§128.2-128.7 of this title.]~~

§128.2. Spanish Language Arts and Reading, Kindergarten, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1)-(7) (No change.)
 - (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - (B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;
 - (C) discuss main characters in drama;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) titles and simple graphics to gain information; and
 - (iii) the steps in a sequence with adult assistance;
 - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; ~~[and]~~
 - (F) recognize characteristics of multimodal and digital texts ; and []
 - (G) discuss with adult assistance the characteristics of literary nonfiction.
 - (9)-(12) (No change.)

§128.3. Spanish Language Arts and Reading, Grade 1, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1) (No change.)
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound;
 - (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed;
 - (iv) segmenting spoken words into individual syllables;
 - (v) blending spoken complex syllables, including sílabas trabadas, to form multisyllabic words;
 - (vi) segmenting spoken words into syllables, including words with sílabas trabadas; and
 - (vii) manipulating syllables within words;

- (B) demonstrate and apply phonetic knowledge by:
- (i) identifying and matching sounds to individual letters;
 - (ii) decoding words with sílabas trabadas [~~such as /bla/, /bra/, and /gla/~~] ; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/;
 - (v) decoding contractions such as al and del;
 - (vi) decoding three- to four-syllable words;
 - (vii) using knowledge of base words to decode common compound words; and
 - (viii) decoding words with common prefixes and suffixes;
- (C) demonstrate and apply spelling knowledge by:
- (i) spelling common letter and sound correlations;
 - (ii) spelling words with common patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV;
 - (iii) spelling words with silent h; consonant digraphs such as /ch/, /rr/, and /ll/; and sílabas trabadas such as /bla/, /bra/, /gla/, and /gra/;
 - (iv) spelling multisyllabic words, including words with que-, qui-, gue-, gui-, güe-, and güi-;
 - (v) spelling contractions such as al and del;
 - (vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quie-ro, na-die, and ra-dio and hiatus such as le-er and rí-o; and
 - (vii) spelling words with common prefixes and suffixes;
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

(3)-(5) (No change.)

- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and [z] correct [z] or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;

- (F) make inferences and use evidence to support understanding with adult assistance;
- (G) evaluate details to determine what is most important with adult assistance;
- (H) synthesize information to create new understanding with adult assistance; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

(7)-(8) (No change.)

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
- (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
- (C) discuss elements of drama such as characters and setting;
- (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and
 - (iii) organizational patterns such as chronological order and description with adult assistance;
- (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
- (F) recognize characteristics of multimodal and digital texts ; and []
- (G) discuss with adult assistance the characteristics of literary nonfiction.

(10)-(13) (No change.)

§128.4. Spanish Language Arts and Reading, Grade 2, Adopted 2017.

(a) (No change.)

(b) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) 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) make and [] correct [] or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine the main idea and key ideas;

- (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;
 - (B) explain visual patterns and structures in a variety of poems;
 - (C) discuss elements of drama such as characters, dialogue, and setting;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and graphics to locate and gain information; and
 - (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
 - (E) recognize characteristics of persuasive text, including:
 - (i) stating what the author is trying to persuade the reader to think or do; and
 - (ii) distinguishing facts from opinion; and
 - (F) recognize characteristics of multimodal and digital texts ; and []
 - (G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.
- (10)-(13) (No change.)

§128.5. Spanish Language Arts and Reading, Grade 3, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1) (No change.)
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with a prosodic or orthographic accent;
 - (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents;

- (v) decoding and differentiating meaning of a word based on a diacritical accent; and
- (vi) decoding words with prefixes and suffixes;
- (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable);
 - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
 - (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents;
 - (iv) using accents on words commonly used in questions and exclamations;
 - (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
 - (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~], conditional, and future tenses;
 - (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;
 - (ix) spelling words with hard and soft r;
 - (x) spelling words using n before v; m before b; and m before p;
 - (xi) spelling words with sílabas trabadas; [~~and~~]
 - (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es;
 - (xiii) spelling common abbreviations; and
 - (xiv) spelling words with prefixes and suffixes;
- (C) alphabetize a series of words to the third letter; and
- (D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
 - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
 - (C) identify the meaning of and use words with affixes such as [~~-including~~] in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word;
 - (D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; and
 - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)

- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) 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) make and [] correct [] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
 - (B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
 - (C) discuss the elements of drama such as characters, dialogue, setting, and acts;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence;
 - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
 - (iii) organizational patterns such as cause and effect and problem and solution;
 - (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) distinguishing facts from opinion; and
 - (iii) identifying the intended audience or reader; and []
 - (F) recognize characteristics of multimodal and digital texts ; and []
 - (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses 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, freewriting, and mapping;
 - (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction and a conclusion; and
 - (ii) developing an engaging idea with relevant details;
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement;
 - (ii) simple past, present, and future verb tense and imperfect past, past participle [~~perfect~~], and conditional verb tenses, including the difference between ser and estar;
 - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey time and adverbs that convey manner;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including personal, possessive, objective, and reflexive pronouns;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of proper nouns, geographical names and places, historical periods, and official titles of people;
 - (x) punctuation marks, including commas in a series [~~and dates~~], and correct mechanics, including indentations; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
 - (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

§128.6. Spanish Language Arts and Reading, Grade 4, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1) (No change.)
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas [~~sobreesdrújulas~~] (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate);

- (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;
 - (iii) decoding and differentiating the meaning of a word based on the diacritical accent; and
 - (iv) decoding words with prefixes and suffixes;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent;
 - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;
 - (iii) spelling words with diphthongs and hiatus; [~~and~~]
 - (iv) spelling common abbreviations;
 - (v) spelling words with prefixes and suffixes;
 - (vi) using accents in words commonly used in questions and exclamations;
 - (vii) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más;
 - (viii) [~~(iv)~~] marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~] , conditional, and future tenses; [~~and~~]
 - (ix) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-;
 - (x) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x;
 - (xi) spelling words with hard and soft r;
 - (xii) spelling words using n before v; m before b; and m before p;
 - (xiii) spelling the plural form of words ending in z by replacing the z with c before adding -es; and
 - (C) write legibly in cursive to complete assignments.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify the meaning of and use [~~base~~] words with affixes such as [~~-including~~] mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafia, metro, fono, and tele;
 - (D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar; and
 - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) 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) make and [] correct [] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
 - (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
 - (C) explain structure in drama such as [~~character tags~~] acts, scenes, and stage directions;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence;
 - (ii) features such as pronunciation guides and diagrams to support understanding; and
 - (iii) organizational patterns such as compare and contrast;
 - (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for an argument; and
 - (iii) identifying the intended audience or reader; [~~and~~]
 - (F) recognize characteristics of multimodal and digital texts ; and []
 - (G) explain the distinguishing characteristics of literary nonfiction such as personal narratives, biographies, and autobiographies.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses 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, freewriting, and mapping;
 - (B) develop drafts into a focused, structured, and coherent piece of writing by:

- (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea with relevant details;
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) simple past, present, and future verb tense and imperfect past, past participle, and conditional verb tense;
 - ~~[(ii) — irregular verbs;]~~
 - (iii) singular, plural, common, and proper nouns, including gender-specific articles;
 - (iv) adjectives, including their comparative and superlative forms;
 - (v) adverbs that convey frequency and adverbs that convey degree;
 - (vi) prepositions and prepositional phrases;
 - (vii) pronouns, including personal, possessive, objective, reflexive, and prepositional;
 - (viii) coordinating conjunctions to form compound subjects, predicates, and sentences;
 - (ix) capitalization of historical events and documents, titles of books, stories, and essays;
 - (x) punctuation marks, including commas in compound and complex sentences and em dash for dialogue; and
 - (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and
 - (E) publish written work for appropriate audiences.
- (12)-(13) (No change.)

§128.7. Spanish Language Arts and Reading, Grade 5, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1) (No change.)
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding palabras agudas, graves, ~~[and]~~ esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate ~~[, penultimate, and last]~~ syllable and words with the stress on the syllable before the antepenultimate);
 - (ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus;

- (iii) decoding and differentiating meaning of word based on the diacritical accent; and
 - (iv) decoding words with prefixes and suffixes;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling words with more advanced orthographic patterns and rules;
 - (ii) spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent;
 - (iii) spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent;
 - (iv) spelling words with diphthongs and hiatus; [~~and~~]
 - (v) using accents in words commonly used in questions and exclamations;
 - (vi) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más; and
 - (vii) [~~+~~] marking accents appropriately when conjugating verbs in simple and imperfect past, past participle [~~perfect~~] , conditional, and future tenses; and
 - (C) write legibly in cursive.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;
 - (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
 - (C) identify the meaning of and use [~~base~~] words with affixes such as [~~including~~] trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr;
 - (D) identify, use, and explain the meaning of idioms, adages, and puns; and
 - (E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.
- (4)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) 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) make and [~~z~~] correct [~~z~~] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;

- (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
 - (B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
 - (C) explain structure in drama such as [character tags] acts, scenes, and stage directions;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea with supporting evidence;
 - (ii) features such as insets, timelines, and sidebars to support understanding; and
 - (iii) organizational patterns such as logical order and order of importance;
 - (E) recognize characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author has used facts for or against an argument; and
 - (iii) identifying the intended audience or reader; [and]
 - (F) recognize characteristics of multimodal and digital texts ; and []
 - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.
- (10) (No change.)
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses 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, freewriting, and mapping;
 - (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts and details;
 - (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
 - (D) edit drafts using standard Spanish conventions, including:
 - (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
 - (ii) simple past, present, and future verb tense and imperfect past, past participle, and conditional verb tense;

~~[(ii) irregular verbs;]~~

- (iii) collective nouns;
- (iv) adjectives, including those indicating origin, and their comparative and superlative forms;
- (v) conjunctive adverbs;
- (vi) prepositions and prepositional phrases and their influence on subject-verb agreement;
- (vii) pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite;
- (viii) subordinating conjunctions to form complex sentences;
- (ix) capitalization of initials, acronyms, and organizations;
- (x) ~~[punctuation marks, including]~~ commas in compound and complex sentences, em dash for dialogue, italics and underlining for titles and emphasis, and quotation marks for titles; and
- (xi) correct spelling of words with grade-appropriate orthographic patterns and rules; and

(E) publish written work for appropriate audiences.

(12)-(13) (No change.)

STATUTORY AUTHORITY. The repeals are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; and TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

CROSS REFERENCE TO STATUTE. The repeals implement Texas Education Code, §7.102(c)(4) and §28.002(a) and (c).

<rule>

§128.10. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.

§128.11. Spanish Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.

§128.12. Spanish Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.

§128.13. Spanish Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.

§128.14. Spanish Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

§128.15. Spanish Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

§128.16. Spanish Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

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STATUTORY AUTHORITY. The repeals are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; and TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

CROSS REFERENCE TO STATUTE. The repeals implement Texas Education Code, §7.102(c)(4) and §28.002(a) and (c).

<rule>

§128.17. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.

§128.18. Spanish Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.

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STATUTORY AUTHORITY. The amendments are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; and TEC, §28.025(a), which requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

CROSS REFERENCE TO STATUTE. The amendments implement Texas Education Code, §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).

<rule>

§128.20. Implementation of Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Middle School, Adopted 2017.

- (a) The provisions of this section and §§128.21-128.23 of this title shall be implemented by school districts.
- (b) No later than August 31, 2018, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for Spanish language arts and reading and English as a Second Language as adopted in §§128.21-128.23 of this title.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.21-128.23 of this title shall be implemented beginning with the 2019-2020 school year and apply to the 2019-2020 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.21-128.23 of this title shall be implemented for the following school year.

~~[(e) Section 128.18 of this title shall be superseded by the implementation of this section and §§128.21-128.23 of this title.]~~

§128.21. Spanish Language Arts and Reading, Grade 6, Adopted 2017.

- (a) (No change.)
- (b) Knowledge and skills.
 - (1) (No change.)
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate and apply phonetic knowledge by:
 - (i) differentiating between commonly confused terms such as porque/porqué/por qué/por que, asimismo (adverbio)/así mismo (de la misma manera), sino/sí no, and también/tan bien;
 - (ii) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate ~~[-, penultimate, and ultimate/last]~~ syllable and words with the stress on the syllable before the antepenultimate);

- (iii) decoding words with hiatus and diphthongs; and
 - (iv) using knowledge of syllable division patterns and morphemes to decode multisyllabic words;
 - (B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the antepenultimate, penultimate, and ultimate/last syllable and words with the stress on the syllable before the antepenultimate);
 - (ii) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect conditional, and future tenses; and
 - (iii) spelling words with diphthongs and hiatus; and
 - (C) write legibly in cursive.
- (3)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected text;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and [¿] correct [¿] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
 - (B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
 - (C) analyze how playwrights develop characters through dialogue and staging;
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the central or controlling idea or thesis with supporting evidence;
 - (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and

- (iii) organizational patterns such as definition, classification, advantage, and disadvantage;
- (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author uses various types of evidence to support the argument; and
 - (iii) identifying the intended audience or reader; and
- (F) analyze characteristics of multimodal and digital texts ; and []
- (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and personal narratives.
- (10)-(11) (No change.)
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
 - (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
 - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (13) (No change.)

§128.22. English Learners Language Arts (ELLA), Grade 7, Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.
 - (1)-(5) (No change.)
 - (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
 - (A) 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) make and [] correct [] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information to create new understanding; and

- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)-(8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
 - (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
 - (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
 - (C) analyze how playwrights develop characters through dialogue and staging;
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the central or controlling idea or thesis with supporting evidence;
 - (ii) features such as references or acknowledgements, chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and
 - (iii) organizational patterns that support multiple topics, categories, and subcategories;
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
 - (iii) identifying the intended audience or reader; [~~and~~]
 - (F) analyze characteristics of multimodal and digital texts ; and [;]
 - (G) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.
- (10)-(11) (No change.)
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, the student is expected to:
 - (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
 - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (13) (No change.)

§128.23. English Learners Language Arts (ELLA), Grade 8, Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.

- (1)-(5) (No change.)
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to:
- (A) 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) make and [¿] correct [¿] or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) (No change.)
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:
- (A) analyze how themes are developed through the interaction of characters and events;
 - (B) analyze how characters' motivations and behaviors influence events and resolution of the conflict;
 - (C) analyze non-linear plot development such as flashbacks, [~~foreshadowing~~] subplots, and parallel plot structures and compare it to linear plot development; and
 - (D) explain how the setting influences the values and beliefs of characters.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, the student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
 - (B) identify structural elements such as rhyme, repetition, and alliteration and analyze how language contributes to the meaning of a poem;
 - (C) analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
 - (D) analyze how playwrights develop dramatic action through the use of acts and scenes;
 - (E) analyze characteristics and structural elements of informational text, including:
 - (i) the central or controlling idea or thesis with supporting evidence;
 - (ii) features such as footnotes, endnotes, and citations; and
 - (iii) multiple organizational patterns within a text to develop the thesis;

- (F) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim and analyzing the argument;
 - (ii) identifying and explaining the counter argument; and
 - (iii) identifying the intended audience or reader; [~~and~~]
- (G) analyze characteristics of multimodal and digital texts ; and [~~;~~]
- (H) analyze the distinguishing characteristics of literary nonfiction such as diaries, journals, and memoirs.
- (10)-(11) (No change.)
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, the student is expected to:
 - (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
 - (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central or controlling idea or thesis statement and genre characteristics and craft;
 - (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and
 - (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- (13) (No change.)

STATUTORY AUTHORITY. The amendments are proposed under Texas Education Code (TEC), §7.102(c)(4), which requires the State Board of Education (SBOE) to establish curriculum and graduation requirements; TEC, §28.002(a), which identifies the subjects of the required curriculum; TEC, §28.002(c), which requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments; and TEC, §28.025(a), which requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

CROSS REFERENCE TO STATUTE. The amendments implement Texas Education Code, §§7.102(c)(4); 28.002(a) and (c); and 28.025(a).

<rule>

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

(a)-(b) (No change.)

(c) Knowledge and skills.

(1)-(5) (No change.)

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) actively participate in discussions to identify, understand, and evaluate details read to determine the main idea and key ideas;
- (H) synthesize information from two texts to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- (C) use text evidence and original commentary to support a comprehensive response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;

- (E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses when valid evidence warrants;
 - (J) defend or challenge the authors' claims using relevant text evidence; and
 - (K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions ; and [:]
 - (L) explain the ways in which diverse texts generate understanding of varied perspectives.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;
 - (B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
 - (C) identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - (D) identify and analyze how the setting influences the theme.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) read and respond to American, British, and world literature;
 - (B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
 - (C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
 - (D) identify and analyze characteristics and structural elements of informational texts such as:
 - (i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
 - (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and
 - (iii) multiple organizational patterns within a text to develop the thesis;
 - (E) identify and analyze characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

- (iii) identifiable audience or reader; and
 - (F) identify and analyze characteristics of multimodal and digital texts ; and []
 - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
 - (A) identify and analyze the author's purpose, audience, and message within a text;
 - (B) identify and analyze use of text structure to achieve the author's purpose;
 - (C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) identify and analyze how the author's use of language achieves specific purposes;
 - (E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
 - (F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;
 - (G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and
 - (H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments ; and []
 - (I) discuss the artistic qualities of diverse texts.
- (11)-(13) (No change.)

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

- (a)-(b) (No change.)
- (c) Knowledge and skills.
 - (1)-(5) (No change.)
 - (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;

- (G) evaluate details read to determine the main idea and key ideas;
 - (H) synthesize information from multiple texts to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;
 - (C) use text evidence and original commentary to support an interpretive response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses when valid evidence warrants;
 - (J) defend or challenge the authors' claims using relevant text evidence; ~~[and]~~
 - (K) express opinions, ideas, and feelings ranging from communicating in single words and short phrases to participating in extended discussions ; and []
 - (L) explain the ways in which diverse texts generate understanding of varied perspectives.
- (8) (No change.)
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) read and analyze world literature across literary periods;
 - (B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
 - (C) analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
 - (D) analyze characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion;
 - (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;
 - (iii) organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and
 - (iv) the relationship between organizational design and thesis;

- (E) analyze characteristics and structural elements of argumentative texts such as:
 - (i) controlling idea and clear arguable claim, appeals, and convincing conclusion;
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
 - (iii) identifiable audience or reader; [~~and~~]
 - (F) analyze characteristics of multimodal and digital texts ; and [~~;~~]
 - (G) analyze the characteristics and purpose of literary nonfiction such as speeches and literary essays.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:
- (A) analyze the author's purpose, audience, and message within a text;
 - (B) analyze use of text structure to achieve the author's purpose;
 - (C) evaluate the author's use of print and graphic features to achieve specific purposes;
 - (D) analyze how the author's use of language informs and shapes the perception of readers;
 - (E) analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;
 - (F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; [~~and~~]
 - (G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies ; and [~~;~~]
 - (H) discuss the artistic qualities of diverse texts.
- (11)-(13) (No change.)