Amendments to English and Spanish Language Arts and Reading TEKS to be Considered April 21, 2017

Approved by Committee of the Full Board

Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, and Subchapter B, Middle School

(Second Reading and Final Adoption)
(Board agenda page I-85)
[Official agenda item #5]

MOTION: *It was moved by Mr. Rowley and seconded by Ms. Perez to recommend that the State Board of Education by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, and Subchapter B, Middle School, with an effective date of 20 days after filing as adopted with the Texas Register.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend the knowledge and skills statement in kindergarten through Grade 8 for strand two in Chapter 110 and Chapter 128 to read:*

"Comprehension Skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts ~~comprehend text with increasing depth and complexity~~. The student is expected to:"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.2(b)(8)(C) and §128.2(b)(8)(C) to read:*

"discuss main characters in drama ~~participate in and identify main characters in a play~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.2(b)(8)(D)(i), 110.3(b)(9)(D)(i), and 110.4(b)(9)(D)(i) and §§128.2(b)(8)(D)(i), 128.3(b)(9)(D)(i), and 128.4(b)(9)(D)(i) to read:*

"the central ~~or main~~ idea with adult assistance;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education add language to §§110.2(b)(8)(F), 110.3(b)(9)(F), 110.4(b)(9)(F), 110.5(b)(9)(F), 110.6(b)(9)(F), and 110.7(b)(9)(F) and §§128.2(b)(8)(F), 128.3(b)(9)(F), 128.4(b)(9)(F), 128.5(b)(9)(F), 128.6(b)(9)(F), and 128.7(b)(9)(F) to read:*

"(F) recognize characteristics of multimodal and digital texts."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.3(b)(8)(B) and §128.3(b)(8)(B) to read:*

"describe the main character(s) and the reasons for their actions ~~how their feelings and actions change~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.3(b)(9)(C) and §128.3(b)(9)(C) to read:*

"discuss ~~identify~~ the elements in drama ~~of a play~~ such as characters and setting;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.3(b)(9)(D)(iii) and §128.3(b)(9)(D)(iii) to read:*

"organizational patterns such as chronological order ~~temporal sequence~~ and description with adult assistance; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.4(b)(8)(B) and §128.4(b)(8)(B) to read:*

"describe the main character's (characters') internal and external traits ~~of the main character(s)~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.4(b)(9)(C) and §128.4(b)(9)(C) to read:*

"discuss ~~identify~~ the elements in drama ~~of a play~~ such as characters, dialogue, and setting;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.4(b)(9)(E) and §128.4(b)(9)(E) to read:*

"recognize characteristics of persuasive texts, including: ~~what the author is trying to persuade the reader to think or do.~~

(i) stating what the author is trying to persuade the reader to think and do; and

(ii) distinguishing facts from opinion;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.5(b)(9)(C) and 128.5(b)(9)(C) to read:*

"discuss ~~identify~~ the elements in drama ~~of a play~~ such as characters, dialogue, setting, and acts;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.5(b)(9)(D)(i), 110.6(b)(9)(D)(i), and 110.7(b)(9)(D)(i) and §§128.5(b)(9)(D)(i), 128.6(b)(9)(D)(i), and 128.7(b)(9)(D)(i) to read:*

"the central idea with supporting evidence;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.5(b)(9)(D)(ii) and §128.5(b)(9)(D)(ii) to read:*

"features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding ~~of the text~~; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.6(b)(9)(C) and §110.7(b)(9)(C) and §128.6(b)(9)(C) and §128.7(b)(9)(C) to read:*

"explain structure in drama such as character tags, acts, scenes, and stage directions ~~identify the elements of a play such as characters, dialogue, setting, acts, and scenes~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.6(b)(9)(D)(ii) and §128.6(b)(9)(D)(ii) to read:*

"features such as pronunciation guides and diagrams to support understanding ~~of the text~~; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.7(b)(9)(D)(ii) and §128.7(b)(9)(D)(ii) to read:*

"features such as insets, timelines, and sidebars to support understanding ~~of the text~~; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(7)(D) and 128.21(b)(8)(D) to read:*

"analyze how the setting, including historical and cultural settings, influences character and plot development. ~~compare and contrast historical and cultural settings across texts~~."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(8)(C), 110.23(b)(8)(C) and 128.21(b)(9)(C) and 128.22(b)(9)(C) to read:*

"analyze how playwrights develop characters through dialogue and staging ~~identify the elements of a play, including acts, scenes, stage directions, and scripted dialogue~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(8)(D), 110.23(b)(8)(D), and 110.24 (b)(8)(D) and 128.21(b)(9)(D), 128.22(b)(9)(D), and 128.23(b)(9)(E) to read:*

"~~recognize~~ analyze characteristics and ~~structures~~ structural elements of informational texts, including:"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(8)(D)(i), 110.23(b)(8)(D)(i), and 110.24(b)(8)(D)(i) and 128.21(b)(9)(D)(i), 128.21(b)(9)(D)(i), and 128.23(b)(9)(E)(i) to read:*

"the controlling idea or thesis with supporting evidence;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(8)(D)(ii) and 128.22(b)(9)(D)(ii) to read:*

"features such as introduction, foreword, preface, references, or acknowledgements to gain background information ~~of the text~~; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(8)(E), 110.23(b)(8)(E), and 110.24(b)(8)(E) and 128.21(b)(9)(E), 128.22(b)(9)(F), 128.23(b)(9)(G) to read:*

"analyze ~~recognize~~ characteristics and structures of argumentative texts by:"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education add new §§110.22(b)(8)(F), 110.23(b)(8)(F), and 110.24(b)(8)(F) and §§128.21(b)(9)(F), 128.22(b)(9)(G), 128.23(b)*

"analyze characteristics of multimodal and digital texts."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.23(b)(8)(D)(ii) to read:*

"features such as references or acknowledgements ~~graphic and text features~~; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(7)(A) to read:*

"analyze how themes are developed through the interaction of characters and events ~~relationships among thematic development, characterization, point of view, setting, and plot in a variety of literary texts~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(8)(C) to read:*

"analyze ~~describe~~ how playwright(s) develop dramatic action through the use of acts and scenes;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(8)(D)(ii) to read:*

"features such as footnotes, endnotes, and citations; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend the knowledge and skills statement in kindergarten through Grade 8 for strand five in Chapter 110 and Chapter 128 to read:*

"Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts ~~listening, speaking, reading, and writing 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. The student is expected to:"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.4(b)(10)(F) and §128.4(b)(10)(F) to read:*

"identify and explain the use of repetition."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.5(b)(10)(G) and §128.5(b)(10)(G) to read:*

"identify and explain the use of hyperbole ~~repetition~~."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.6(b)(10)(G) and §128.6(b)(10)(G) to read:*

"identify and explain the use of anecdote ~~hyperbole~~."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.7(b)(10)(G) and 128.7(b)(10)(G) to read:*

"explain the purpose of hyperbole, ~~and~~ stereotyping and anecdote."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.22(b)(9)(G) and §128.21(b)(10)(G) to read:*

"~~identify and~~ explain the difference~~s~~ between rhetorical devices and logical fallacies ~~the use of hyperbole and sarcasm in texts~~."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §§110.23(b)(9)(G) and §128.22(b)(10)(G) to read:*

"explain the purpose of rhetorical devices such as direct address and rhetorical questions and of logical fallacies such as loaded language and sweeping generalizations. ~~identify and explain loaded language, strawmen, and ad hominem arguments~~."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.24(b)(9)(G) and §128.23(b)(10)(G) to read:*

"explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. ~~identify and explain the use of rhetorical questions, bandwagon appeals, and sweeping generalizations~~."

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §§110.2(b)(10)(D)(iv) and 110.3(b)(11)(D)(iv) to read:*

"~~descriptive~~ adjectives, including articles;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education add new §110.2(b)(10)(D)(v) to read:*

"(v) prepositions;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend current §110.2(b)(10)(D)(v) and §110.3(b)(10)(D)(vii) to read:*

"~~subjective case~~ pronouns including subjective, objective, and possessive cases;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.3(b)(11)(D)(ii) to read:*

"past and present verb tense ~~verbs;~~"

MOTION AND VOTE: *It was moved by Ms. Hard, and carried unanimously to recommend that the State Board of Education amend §110.3(b)(12)(C) and §128.3(b)(12)(C) to read:*

"dictate or compose correspondence such as thank you notes or letters."

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(1)(D)(ii) and §110.5(b)(11)(D)(ii) to read:*

"past and present and future verb tense ~~verbs;~~"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(11)(D)(iv) to read:*

"adjectives, including articles ~~descriptive adjectives and articles~~;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(11)(D)(v) to read:*

"adverbs that convey time and adverbs that convey place;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(11)(D)(vii) to read:*

"~~objective case~~ pronouns including subjective, objective, and possessive cases;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(11)(D)(viii) to read:*

"coordinating conjunctions to form compound subjects and predicates;"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(11)(D)(ix) to read:*

"end punctuation, ~~and~~ apostrophes in contractions, and commas with items in a series and in dates; and"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §110.4(b)(12)(C) and §128.4(b)(12)(C) to read:*

"compose correspondence such as thank you notes or letters."

MOTION AND VOTE: *It was moved by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.5(b)(11)(D)(iv) to read:*

"adjectives, including their comparative and superlative forms ~~descriptive and limiting adjectives~~;"

MOTION AND VOTE: *It was moved by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.5(b)(11)(D)(vii) to read:*

"~~possessive~~ pronouns including subjective, objective, and possessive cases;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §§110.5(b)(11)(D)(viii) and 110.6(b)(11)(D)(viii) to read:*

"coordinating conjunctions to form compound subjects, predicates, ~~subjects,~~ and sentences;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.5(b)(11)(D)(x) to read:*

"punctuation marks, including apostrophes in contractions and possessives, and commas in compound sentences and items in a series; and ~~commas in a series, and dates; and~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.5(b)(12)(A) and §110.6(b)(12)(A) and §128.5(b)(12)(A) and §128.6(b)(12)(A) to read:*

"compose literary texts, including personal narratives, ~~fiction,~~ and poetry using genre characteristics and craft;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.6(b)(11)(D)(ii) and §110.7(b)(11)(D)(ii) to read:*

"past tense of irregular verbs;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.6(b)(10)(D)(iv) and §110.7(b)(11)(D)(iv) to read:*

"~~descriptive~~ adjectives, including their comparative and superlative forms;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.6(b)(11)(D)(v) to read:*

"adverbs that convey frequency and adverbs that convey degree ~~intensity~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.6(b)(11)(D)(vi) to read:*

"~~reflexive~~ pronouns including reflexive;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.6(b)(11)(D)(x) to read:*

"punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.7(b)(11)(D)(v) to read:*

"conjunctive adverbs ~~that convey frequency and intensity~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.7(b)(11)(D)(vii) to read:*

"~~indefinite~~ pronouns including indefinite;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.7(b)(11)(D)(viii) to read:*

"subordinating ~~correlative~~ conjunctions to form complex sentences ~~such as either/or and neither/nor~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.7(b)(11)(D)(x) to read:*

"punctuation marks, including commas in compound and complex sentences, ~~and~~ quotation marks in dialogue, italics and underlining for titles and emphasis; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §110.7(b)(11)(D)(xi) and §110.22(b)(10)(D)(ix) as follows:*

"~~proper mechanics, including italics and underlining for titles and emphasis; and~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.7(b)(12)(A) and §128.7(b)(12)(A) to read:*

"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(10)(B)(i), 110.23(b)(10)(B)(i), and 110.24(b)(10)(B)(i) and §§128.21(b)(11)(B)(i), 128.22(b)(11)(B)(i), and 128.23(b)(11)(B)(i), to read:*

"organizing with purposeful structure, including an introduction, transitions, ~~paragraph-to-paragraph~~ coherence within and across paragraphs, and a conclusion; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.22(b)(10)(D)(ii) and §110.23(b)(10)(D)(ii) to read:*

"consistent, appropriate use of verb tense~~s~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.22(b)(10)(D)(v) to read:*

"~~indefinite~~ pronouns including relative;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.22(b)(10)(D)(vi) to read:*

"subordinating conjunctions to form complex sentences, and correlative conjunctions such as either/or, neither/nor ~~such as after, because, although, and if to form complex sentences;~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.22(b)(10)(D)(viii) to read:*

"punctuation marks including commas in ~~compound and~~ complex sentences~~,~~ ~~and after~~ transitions, and introductory elements ~~words, and phrases~~;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §§110.22(b)(10)(D)(x), 110.23(b)(10)(D)(x), and 110.24(b)(10)(D)(viii) as follows:*

"~~(x) correct punctuation of dialogue; and~~

~~(x/viii) correct punctuation of dialogue and citation(s); and~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §§110.22(b)(11)(C), 110.23(b)(11)(C), and 110.24(b)(11)(C) and §§128.21(b)(12)(C), 128.22(b)(12)(C) , 128.23(b)(12)(C) to read:*

"compose multi-paragraph argumentative texts using genre characteristics and craft; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §§110.23(b)(10)(D)(v) and 110.2(b)(10)(D)(iv) to read:*

"pronoun-antecedent agreement ~~relative pronouns;~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.23(b)(10)(D)(vi) to read:*

"subordinating conjunctions to form complex sentences; ~~such as since, while, and until to form complex sentences;~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.23(b)(10)(D)(viii) to read:*

"punctuation including commas to set off words, phrases, clauses and semicolons; and ~~commas in compound and complex sentences and after transitions, introductory words, and phrases;~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §110.23(b)(10)(D)(ix) as follows:*

"~~semicolons when appropriate;~~"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.24(b)(10)(D)(ii) to read:*

"consistent, appropriate use of verb tenses and active and passive voice;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §110.24(b)(10)(D)(vi) to read:*

"punctuation including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §110.24(b)(10)(D)(vii) as follows:*

"~~semicolons, colons, and parentheses when appropriate;~~"

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §110.2(b)(6)(B) and §128.2(b)(6)(B) to read:*

“provide oral, pictorial, or written response to a text;”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §110.4(b)(7)(B) and §128.4(b)(7)(B) to read:*

“write brief comments on literary or information texts that demonstrates an understanding of the text;”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §110.4(b)(8)(C) and §128.4(b)(8)(C) to read:*

“describe and understand plot elements, including the main events, the conflict ~~problem~~, and the resolution, for texts read aloud and independently; and”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §110.5(b)(8)(C) §128.5(b)(8)(C) to read:*

“analyze plot elements, including the sequence of events, the conflict ~~problem~~, and the resolution; and”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §110.5(b)(2)(B)(v) to read:*

“spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried unanimously to recommend that the State Board of Education amend §110.6(b)(2)(B)(ii) to read:*

“spelling more ~~difficult~~ homophones;”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education insert “and thinking” into the knowledge and skills statements for all strands in kindergarten through Grade 8 in Chapter 110 and Chapter 128.*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.5(b)(2)(A)(vi) to read:*

“decoding words using knowledge of suffixes including how they can change~~s to~~ base words ~~when suffixes are added~~ such as dropping e, changing y to i, and doubling final consonants; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.5(b)(2)(B)(vii) to read:*

“spelling words using knowledge of suffixes including how they can change~~s to~~ base words ~~when suffixes are added~~ such as dropping e, changing y to i, and doubling final consonants; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.6(b)(2)(A)(v) to read:*

“decoding words using knowledge of suffixes including how they can change~~s to~~ base words ~~when suffixes are added~~ such as dropping e, changing y to i, and doubling final consonants; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.6(b)(2)(B)(vi) to read:*

“spelling words using knowledge of suffixes including how they can change~~s to~~ base words ~~when suffixes are added~~ such as dropping e, changing y to i, and doubling final consonants; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.7(b)(2)(B)(vi) to read:*

“spelling words using knowledge of suffixes including how they can change~~s to~~ base words ~~when suffixes are added~~ such as dropping e, changing y to i, and doubling final consonants; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.5(b)(3)(D) to read:*

“identify and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.6(b)(7)(B) and §128.6(b)(7)(B) to read:*

“write ~~a~~ responses that demonstrate understanding of texts including ~~to compare and contrast~~ comparing and contrasting ideas across a variety of sources;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.7(b)(7)(B) and §128.7(b)(7)(B) to read:*

“write ~~a~~ responses that demonstrate understanding of texts including ~~to compare and contrast~~ comparing and contrasting ideas across a variety of sources;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.22(b)(6)(B) and §128.21(b)(7)(B) to read:*

“write ~~a~~ responses ~~with accurate text evidence~~ that demonstrate understanding of texts ~~to compare~~ including comparing sources within and across genres;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.23(b)(6)(B) and §128.22(b)(7)(B) to read:*

“write ~~a~~ responses ~~with accurate text evidence~~ that demonstrate understanding of texts ~~to compare~~ including comparing sources within and across genres;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.24(b)(6)(B) and §128.23(b)(7)(B) to read:*

“write ~~a~~ responses ~~with accurate text evidence~~ that demonstrate understanding of texts ~~to compare~~ including comparing sources within and across genres;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.2(b)(8)(A) and §128.2(b)(8)(A) to read:*

“demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as ~~including~~ folktales, fables, fairy tales, and nursery rhymes; across various literary genres”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §§110.2(b)(8)(D)(i), 110.3(b)(9)(D)(i), and 110.2(b)(9)(D)(i) and §§128.2(b)(8)(D)(i), 128.3(b)(8)(D)(i), and 128.4(b)(8)(D)(i) to read:*

“the central idea and supporting evidence with adult assistance;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.4(b)(9)(D)(iii) and §128.4(b)(9)(D)(iii) to read:*

“organizational patterns such as chronological order, and cause and effect; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.5(b)(9)(D)(iii) and §128.4(b)(9)(D)(iii) to read:*

“organizational patterns such as cause and effect and problem and solution; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.6(b)(9)(D)(iii) and §128.6(b)(9)(D)(iii) to read:*

“organizational patterns such as compare and contrast; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.7(b)(9)(D)(iii) and §128.7(b)(9)(D)(iii) to read:*

"organizational patterns such as logical order and order of importance; and"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §§110.6(b)(11)(D)(i), 110.7(b)(11)(D)(i), and 110.22(b)(10)(D)(i), and §§128.6(b)(11)(D)(i), 128.7(b)(11)(D)(i), and 128.21(b)(11)(D)(i) to read:*

"complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §110.23(b)(10)(D)(i) and §128.22(b)(11)(D)(i) to read:*

"complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §§110.24(b)(10)(D)(i) and 128.23(b)(11)(D)(i) to read:*

"complete complex and compound-complex sentences and avoidance of splices, run-ons, and fragments;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §110.2(b)(11)(D)(x) and §110.3(b)(11)(D)(x) and §128.2(b)(11)(D)(x) and §128.3(b)(11)(D)(x) to read:*

"correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words with adult assistance; and"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add language to §§110.4(b)(11)(D)(x), 110.5(b)(11)(D)(xi), 110.6(b)(11)(D)(xi), and 110.7(b)(11)(D)(xii) and §§128.4(b)(11)(D)(x), 128.5(b)(11)(D)(xi), 128.6(b)(11)(D)(xi), and 128.7(b)(11)(D)(xii) to read:*

"correct spelling of words with grade-appropriate orthographic patterns and rules and high frequency words; and"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add language to §§110.5(b)(12)(B), 110.6(b)(12)(B), and 110.7(b)(12)(B) and §§128.5(b)(12)(B), 128.6(b)(12)(B), and 128.7(b)(12)(B) to read:*

"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea genre characteristics and craft;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to add new (a)(3) to §§128.2– 128.8 to read:*

"Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process, and the focus quickly moves to fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development."

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.2(b)(1)(A) and §110.2(b)(1)(A) to read:*

"listen actively and ask questions to understand information, and answer questions using multiword responses;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.2(b)(1)(B) and §110.(b)(1)(B) to read:*

"restate and follow oral directions that involve a short, related sequence of actions;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend 128.2(b)(2)(A)(ii) and §128.3(b)(2)(A)(ii) and to strike §128.2(b)(2)(A)(x) and §128.2(b)(2)(A)(iv) to read:*

"recognizing spoken alliteration or groups of words that begin with the same simple syllable~~spoken onset or initial sound~~;"

"~~segmenting spoken one-syllable words into individual phonemes~~"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(2)(A)(iii–v) to read:*

"(iii) recognizing the change in spoken word when a specified syllable ~~phoneme~~ is added, changed, or removed;

(iv) segmenting spoken ~~one-syllable~~ words into individual syllables ~~phonemes~~;

(v) blending spoken complex syllables ~~phonemes to form one-syllable words~~, including consonant blends;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(2)(A)(vi–vii) and §128.3(b)(2)(B)(iii) to read:*

"(vi) segmenting spoken ~~one-syllable~~ words ~~of three to five phonemes~~ into syllables ~~individual phonemes~~, including words with consonant blends; and

(vii) manipulating ~~phonemes~~syllables within base words;

(iii) decoding words ~~in isolation and in context with all vowel and consonant sounds~~ with consonant blends and digraphs;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.4(b)(2)(A)(ii) to read:*

"decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.2(b)(2)(B)(iii) to read:*

"decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/ and ~~consonant blends~~ silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.3(b)(2)(B)(iii) to read:*

"decoding words with silent h and consonant diagraphs such as /ch/, /rr/, and /ll/ and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.4(b)(2)(A)(iii) to read:*

"decoding words that use the syllables que-, qui-, gue-, gui-, güe-, and güi."

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education strike §128.4(b)(2)(B)(ii) as follows:*

"~~(ii) spelling words with consonant blends and digraphs;~~"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(2)(C)(iii) to read:*

"decoding words with silent h and consonant diagraphs such as /ch/, /rr/, and /ll/ and silabas trabadas such as /bla/, /bra/, /gla/, and /gra/;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.4(b)(2)(B)(iii) to read:*

"decoding words that use the syllables que-, qui-, gue-, gui-, güe-, and güi.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education add new §128.4(b)(2)(B)(vii) to read:*

"spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi."

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §110.5(b)(3)(C) to read:*

"identify and use the meaning of words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and"

amend §110.5(b)(3)(D) to read:

"identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in a text."

amend §110.6(b)(3)(D) to read:

"identify, use, and explain the meaning of homophones such as reign/rain."

and amend §110.7(b)(3)(D) to read:

"identify, use, and explain the meaning of adages and puns."

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.5(b)(3)(D) to read:*

"identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text."

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §§128.4(b)(3)(E), 128.5(b)(3)(E), and 128.6(b)(3)(E) to read:*

"differentiate between and use homographs, homophones, and commonly confused terms such as porque, porqué, por qué, and por que; sino and si no; and también and tan bien; and"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education strike §§128.6(b)(3)(E), 128.7(b)(3)(E), and 128.21(b)(3)(E) as follows:*

"~~complete analogies using knowledge of antonyms and synonyms.~~"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.2(b)(10)(D)(ii) to read:*

"verbs, including the difference between ser / estar;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.2(b)(10)(D)(iii) to read:*

"singular and plural nouns, including gender specific articles;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.2(b)(10)(D)(v) to read:*

"pronouns including the use of formal pronoun USTED and informal TÚ;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(11)(D)(ii) to read:*

"past and present verbs, including the difference between ser / estar;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(11)(D)(iii) to read:*

"singular, plural, common, and proper nouns, including gender specific articles;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.3(b)(11)(D)(vii) to read:*

"pronouns including the use of formal pronoun USTED and informal TÚ;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.4(b)(11)(D)(ii) to read:*

"past and present verbs, including the difference between ser / estar;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.4(b)(11)(D)(iii) to read:*

"singular, plural, common, and proper nouns, including gender specific articles;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.4(b)(11)(D)(vii) to read:*

"pronouns including the use of formal pronoun USTED and informal TÚ;"

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously to recommend that the State Board of Education amend §128.5(b)(11)(D)(ii) to read:*

"past and present verbs, including the difference between ser / estar;"

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, and Subchapter B, Middle School, with an effective date of 20 days after filing as adopted with the Texas Register, as amended. The motion carried unanimously.*

Amendments to be Considered

§§110.22-110.39, Grades 6-12

Amend 110.22(b)(10)(D)(xi) to read:

"correct spelling, including commonly confused terms such as its/~~and~~ it's, ~~and~~ affect/~~and~~ effect, there/their/ they're, and to/two/too;"

Amend §§110.23(b)(10)(D)(xi), 110.24(b)(10)(D)(ix), 110.36(b)(9)(D)(viii), 110.37(b)(9)(D)(viii), 110.38(b)(9)(D)(vii), and 110.38(b)(9)(D)(vii), to read:

"correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/ they're, and to/two/too; and"

§§110.5 and 128.5, Grade 3

(10)(D) describe how the author's use of imagery, literal and figurative language, and literary devices such as simile, and sound devices such as onomatopoeia achieves specific purposes;

(10)(E) identify the use of ~~literary devices, including~~ first- or third-person point of view;

§§110.6 and 128.6, Grade 4

(10)(D) describe how the author's use of imagery, literal and figurative language, and literary devices such as simile and metaphor, and sound devices such as alliteration, consonance, and assonance achieves specific purposes;

(10)(E) identify and understand the use of ~~literary devices, including~~ first- or third-person point of view;

§§110.7 and 128.7, Grade 5

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

(10)(E) identify and understand the use of ~~literary devices, including~~ first- or third-person point of view;

§§110.22 and 128.21, Grade 6

(10)(D) describe how the author's use of figurative language and literary devices such metaphor and personification achieves specific purposes;

(10)(E) identify the use of ~~literary devices, including~~ omniscient and limited point of view, to achieve a specific purpose;

§§110.23 and 128.22, Grade 7

(10)(D) describe how the author's use of figurative language and literary devices such as metaphor and personification achieves specific purposes;

(10)(E) identify the use of ~~literary devices, including~~ subjective and objective point of view to achieve a specific purpose;

§§110.24 and 128.23, Grade 8

(10)(D) describe how the author's use of figurative language and literary devices such as extended metaphor and irony achieves specific purposes;

(10)(E) identify and analyze the use of ~~literary devices, including~~ multiple points of view ~~and irony~~ to achieve a specific purpose;