

**Final Recommendations Feedback**  
**Karen Avrit**

- 1. Does each grade level or course follow a complete and logical development of English language arts and reading concepts?**
  
- 2. Have the correct vocabulary and terminology been used throughout the TEKS?**
  - In Kindergarten 1G – the word manuscript should be added
  - In 1<sup>st</sup> grade 5Ci – the rewording is unclear and confusing
  
- 3. Is the level of rigor appropriate for each grade level?**
  - I have concerns over the term “in isolation and in context” being removed from 1C in each grade level. Suggestion: (C) demonstrate and apply in isolation and context phonetic knowledge by:
  
- 4. Are the student expectations (SEs) clear and specific?**
  - In (1)(C)(iv) the term “with automaticity” was removed. If the words are not automatic they cannot be used to move to the next level of fluency. Increasing reading rate depends on the automaticity of the words and concepts used.
  
- 5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?**
  - In many areas, like (6) Author Purpose and Craft, are exactly the same from one grade level to another, so without some specifics this question cannot be addressed.
  - As stated in earlier review:
    - There is an assumption that teachers in grades 6 – 8 will have to be cross trained to know what to specifically teach in Standards 1, 2, 3, 4 because they are exactly the same in each grade level.
    - Levels 1 – 4 have standards 1, 2, 4, 5 the same. That is making it necessary for each level to meet together to plan vertically. With all the exact same standards required, it will be up to the teachers to plan appropriately for their students while moving the learning of their students forward.

- 6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment?**
  - As stated in my previous testimony, there will be appropriate time allotment for students to achieve expected outcomes, as long as the teacher evenly addresses all of the TEKS. Many times in the classrooms today, the students are smothered with “testable TEKS” and the other TEKS are not acknowledged, much less addressed, until after the STAAR.
  
- 7. Are there student expectations that can be eliminated in order to streamline the standards?**
  - Due to the consolidation of the new TEKS, no additional streamlining is necessary.
  
- 8. Are there specific areas that need to be updated to reflect current research?**
  
- 9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?**
  - After reviewing the College and Career Standards, I feel the standards are addressed adequately though the new TEKS.
  
- 10. Do you have any other suggestions for way in which the English language arts and reading TEKS can be improved?**
  - I do not see a need for Strand 4 as it is currently written. It is a repeat of skills with no specific direction from year to year. The specific skills can be taught within other strands like (1)(D).