

**Report of the State Board of Education
Committee of the Full Board
April 19, 2017**

The State Board of Education Committee of the Full Board met at 9:15 a.m. on Wednesday, April 19, 2017, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. All members of the committee were present, as follows:

Presiding: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine “Tincy” Miller; Georgina C. Pérez; Marisa B. Perez-Diaz; Marty Rowley

Public Testimony

This item provides an opportunity for the public to present testimony at the time the related item comes up for committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

The Committee of the Full Board received no presentations of public testimony.

Items for the Committee of the Full Board were considered in the following order: Items #1, #2, #3, and #5.

DISCUSSION ITEM

1. Commissioner's Comments
(Board agenda page I-275)

Commissioner of Education Mike Morath reported to the committee that the spring student assessments have gone smoothly so far. He noted that for the first time assessments for grades 3-8 were available online. He discussed a new parent-friendly assessment report that will be issued to help them understand State of Texas Assessments of Academic Readiness (STAAR) results, a planned assessment website and other changes to the assessment program or reporting products. He answered questions from committee members, including confirming that state law will require him to detach property from Houston ISD if district citizens don't approve one of the revenue-sharing options available under the state's school finance system.

ACTION ITEMS

2. **Proposed Amendments to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School**

(Second Reading and Final Adoption)

(Board agenda page I-27)

[Official agenda item #4]

Monica Martinez, associate commissioner for standards and support services, explained that the rules of the *Texas Register* require the administrative rule to be renumbered or relettered as appropriate rather than including placeholders in the rule text. She also explained that only certain student expectations would be renumbered by the proposed changes to the TEKS.

MOTION: *It was moved by Ms. Perez-Diaz and seconded by Ms. Hardy to recommend that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School.*

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §§112.11(a)(1)(A), 112.12(a)(1)(A), and 112.13(a)(1)(A) to read:*

“A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, creating methods to answer those questions, answering those questions, and communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations.”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried unanimously to recommend that the State Board of Education amend §§112.11(a)(1)(A), 112.12(a)(1)(A), and 112.13(a)(1)(A) to read:*

“A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, creating methods to answer those questions, answering those questions, and communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in ~~and~~ descriptive investigations.”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §§112.11(a)(4), 112.12(a)(4), and 112.13(a)(4) to read:*

“The study of elementary science includes planning and safely implementing classroom and outdoor descriptive (observational) investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and

record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor descriptive (observational) investigations for at least 60% of instructional time.”

MOTION AND VOTE: *It was moved by Mr. Mercer to recommend that the State Board of Education amend §§112.11(b)(1)(A), 112.12(b)(1)(A), 112.13(b)(1)(A) to read:*

“identify, describe ~~discuss~~, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education amend §§112.11(b)(1)(A), 112.12(b)(1)(A), and 112.13(b)(1)(A) to read:*

“identify, describe, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor descriptive (observational) investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and”

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education amend §§112.11(a)(1)(B) and 112.12(a)(1)(B) to read:*

“Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, heat, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.”

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education amend §§112.11(a)(1)(B) and 112.12(a)(1)(B) to read:*

“Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, thermal heat, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Melton-Malone, and carried to recommend that the State Board of Education amend §112.11(b)(4)(A) to read:*

“collect information using tools, including computing devices ~~computers~~, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums; and”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.11(b)(6)(A) to read:*

“use the senses to explore different forms of energy such as light, thermal heat, and sound;”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.12(b)(6)(A) to read:*

“use the senses to explore different forms of energy such as light, thermal ~~heat~~, and sound;”

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.12(b)(5)(A) to read:*

“classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture, ~~and the materials from which they are made.~~”

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Dr. Ellis, and carried to recommend that the State Board of Education add new §112.12(b)(5)(C) to read:*

“classify objects by the materials from which they are made;”

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Dr. Ellis, and carried to recommend that the State Board of Education maintain the original language in §112.12(b)(6)(C) to read:*

“demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.”

MOTION AND VOTE: *It was moved by Mr. Mercer to recommend that the State Board of Education amend §112.13(a)(1)(B) to read:*

“Within the physical environment, students expand their understanding of the properties of objects such as weight, temperature, shape, and flexibility then use those properties to compare, classify, and then combine the objects to do something that they could not do before. Students manipulate objects to demonstrate a change in motion and position.”

The motion failed.

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried to recommend that the State Board of Education amend §112.13(a)(4)(A) read:*

“collect, record, and compare information using tools, including computers, hand lenses, rulers, ~~primary balances~~, plastic beakers, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; weather instruments such as thermometers, wind vanes, and rain gauges; and materials to support observations of habitats of organisms such as terrariums and aquariums; and”

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Melton-Malone, and carried to recommend that the State Board of Education amend §§112.11(b)(9)(A), 112.12(b)(9)(A), and 112.16(b)(9)(A) to remove references to once-living organisms.*

MOTION AND VOTE: *It was moved by Dr. Ellis without objection to reconsider a previous vote on §112.13(a)(1)(B).*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mr. Mercer, and carried to recommend that the State Board of Education amend §112.13(a)(1)(B) to read:*

“Within the physical environment, students expand their understanding of the properties of objects such as weight, temperature, and flexibility then use those properties to compare, classify, and then combine the objects to do something that they could not do before. Students manipulate objects to demonstrate a change in motion and position.”

MOTION AND VOTE: *It was moved by Mrs. Cargill to recommend that the State Board of Education amend §112.13(b)(5)(A) to read:*

“classify matter by physical properties, including weight, relative temperature, texture, flexibility, and whether material is a solid or liquid;”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §112.14(a)(4) to read:*

“The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific practices methods, analyzing information, making informed decisions, and using tools to collect and record information while addressing the content and vocabulary in physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §§112.14(b)(2) and 112.15(b)(2) to read:*

“Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor descriptive investigations. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §§112.14(b)(2) and 112.15(b)(2) to read:*

“Scientific investigation and reasoning. The student uses scientific practices inquiry methods during laboratory and outdoor descriptive investigations. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.14(b)(5)(C) to read:*

“predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water or condensation forming on the outside of a glass of ice water or liquid water being heated to the point of becoming water vapor; and”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.14(b)(8)(B) to read:*

“describe and illustrate the Sun as a star composed of gases that provides light and thermal heat energy;”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §112.14(b)(10)(B) to read:*

“investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady ~~beetles~~ bugs.”

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.14(b)(4) to read:*

“collect, record, and analyze information using tools, including ~~microscopes~~, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, magnets, collecting nets, notebooks, and Sun, Earth, and Moon system models; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.”

MOTION AND VOTE: *It was moved by Mrs. Cargill and seconded by Ms. Hardy to recommend that the State Board of Education amend §112.15(b)(4) to read:*

“collect, record, and analyze information using tools, including calculators, ~~microscopes~~, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, triple beam balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms such as terrariums and aquariums.”

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.16(a)(1) to read:*

“In Grade 5, descriptive, correlational, and experimental investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.”

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education amend §112.16(b)(2) to read:*

“Scientific investigation and reasoning. The student uses scientific practices ~~methods~~ during laboratory and outdoor investigations. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.16(b)(2) to read:*

“Scientific investigation and reasoning. The student uses scientific practices during laboratory and outdoor descriptive, correlational, and experimental investigations. The student is expected to:”

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education amend §112.16(b)(9)(A) to read:*

“observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components ~~elements~~;”

MOTION AND VOTE: *It was moved by Mr. Mercer, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §112.16(b)(10)(A) to read:*

“compare the structures and functions of different species that help them live and survive in a specific environment such as hooves on prairie animals or webbed feet in aquatic animals; and”

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.16(a)(1)(A) to read:*

“Within the physical environment, students learn about the physical properties of matter, including magnetism, mass, physical states of matter, relative density, solubility in water, and the ability to conduct or insulate electrical and thermal energy. Students explore the uses of light, thermal, electrical, mechanical, and sound energies.”

Mrs. Cargill requested that staff identify inconsistencies regarding the use of “scientific methods” versus “scientific processes” before the Friday meeting.

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Mrs. Miller, and carried to recommend that the State Board of Education strike §112.16(b)(5)(C) and amend §112.16(b)(5)(B) to read:*

“demonstrate that ~~some~~ mixtures, including solutions, maintain physical properties of their ingredients such as iron filings and sand, sand and water, and salt and water.”

MOTION AND VOTE: *It was moved by Dr. Ellis to recommend that the State Board of Education maintain the original language in §112.16(b)(7)(C) to read:*

“identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; and”

The motion failed.

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.18(a)(1)(B)(iii) to read:*

“Energy resources are available on a renewable, or nonrenewable, ~~or indefinite~~ basis. Understanding the origins and uses of these resources enables informed decision making. Students should consider the ethical/social issues surrounding Earth's natural energy resources, while looking at the advantages and disadvantages of their long-term uses.”

MOTION AND VOTE: *It was moved by Mr. Maynard and carried to recommend that the State Board of Education amend §§112.18(b)(3)(A), 112.19(b)(3)(A), and 112.20(b)(3)(A) to read:*

“~~in all fields of science,~~ analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, ~~including examining all sides of scientific evidence of those scientific explanations,~~ so as to encourage critical thinking by the student;”

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.34(c)(4)(A) to read:*

“compare and contrast prokaryotic and eukaryotic cells and compare and contrast ~~evaluate~~ scientific explanations for their complexity;”

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Hardy, and carried to recommend that the State Board of Education amend §112.34(c)(6)(A) to read:*

“identify components of DNA, identify ~~describe~~ how information for specifying the traits of an organism is carried in the DNA, and examine ~~evaluate~~ scientific explanations for the origin of DNA;”

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mrs. Cargill, and carried unanimously to recommend that the State Board of Education amend §112.35(c)(8)(F) to read:*

“differentiate among double replacement (~~ion-swap~~) reactions, including acid-base reactions and precipitation reactions, and oxidation-reduction reactions such as synthesis, decomposition, single replacement, and combustion reactions;”

Ms. Martinez pointed out that the word “hypotheses” was missing from §112.39(c)(2)(D). The committee requested that staff make the technical edit to read:

“design and implement investigative procedures, including making observations, asking well defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, evaluating numerical answers for reasonableness, and identifying causes and effects of uncertainties in measured data;

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mr. Maynard, and carried to recommend that the State Board of Education amend §§112.10, 112.17, and 112.31 to change the implementation date from 2017–2018 to 2018–2019.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §§112.35(c)(3)(A), 112.38(c)(3)(A), 112.39(c)(3)(A) to read:*

“analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 112, Texas Essential Knowledge and Skills for Science, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School, as amended. The motion carried.*

3. **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 or 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 replace §§110.22(b)(8)(C), 110.23(b)(8)(C) and 128.21(b)(9)(C) and 128.22(c)(9)(C) to read:*

“analyze how playwrights develop characters through dialogue and staging;”

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(c)(9)(D), and 128.23(b)(9)(E) to read:*

“analyze ~~recognize~~ characteristics and structural elements ~~structures~~ 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), 128.22(b)(9)(D)(i), and 128.23(c)(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 128.21(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(c)(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(c)(9)(G), 128.23(c)(9)(H) to read:*

“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 replace§110.23(b)(8)(D)(ii) and §128.22(c)(9)(D)(ii) to read:*

“features such as references or acknowledgements; and”

“features such as references or acknowledgements ~~chapters, sections, subsections, bibliography tables, graphs, captions, bullets, and numbers;~~ 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) and §128.23(c)(8)(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) and §128.23(c)(9)(D) 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) and §128.23(c)(9)(E)(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 differences 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(c)(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(c)(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)(11)(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. Hardy, 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)(11)(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 add new §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)(11)(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)(vii) 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(c)(11)(B)(i), and 128.23(c)(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 tenses;”

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 stike §§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(c)(12)(C), 128.23(c)(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 110.24(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, and 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 ~~changes 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 ~~changes 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 ~~changes 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 ~~changes 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 ~~changes 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(c)(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(c)(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 110.4(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 stated explicitly; 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 §128.5(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) and 110.7(b)(11)(D)(i) and §§128.6(b)(11)(D)(i) and 128.7(b)(11)(D)(i) to read:

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

§§110.22(b)(10)(D)(i), 110.23(b)(10)(D)(i), and 110.24(b)(10)(D)(i) and §128.21(b)(11)(D)(i) to read:

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

and §§128.22(c)(11)(D)(i) and 128.23(c)(11)(D)(i) to read:

“complete simple, compound, and 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(c)(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)(10)(D)(ix) and §110.3(b)(11)(D)(x) and §128.2(b)(10)(D)(ix) 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)(xi), 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)(xi), 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– 128.7 and 128.21 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 §110.2(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) to read:*

“recognizing spoken alliteration or groups of words that begin with the same simple syllables 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)(ii) 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;
- (ii) ~~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/ ;”

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)(B)(iii) to read:*

“decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/ and silabas trabadas consonant digraphs such as /bla/, /bra/, /gla/, and /gra/ ~~/bl/, /br/, /gl/, and /gr/.~~”

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:*

“spelling decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/ and silabas trabadas consonant blends such as /bla/, /bra/, /gla/, and /gra/ ~~/bl/, /br/, /gl/, and /gr/.~~”

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:*

“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 add new §128.4(b)(2)(B)(vi) 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 add new §§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)(F), 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,present, and future 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.*

4. **Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School**

(First Reading and Filing Authorization)

(Board agenda page I-187)

[Official agenda item #6]

Mrs. Bahorich explained the documents that had been provided, including vertical alignment charts and proposed rule text.

MOTION: *It was moved by Mr. Rowley and seconded by Mrs. Melton-Malone to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §110.38(c)(1)(A) as follows:*

“~~listen actively, respond appropriately, and adjust communication to audiences and purposes;~~”

and add new §110.38(c)(1)(B) to read:

“(B) follow and give complex instructions and clarify meaning by asking pertinent questions and respond appropriately;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §110.39(c)(1)(A) as follows:*

“~~listen actively, respond appropriately, and adjust communication to audiences and purposes;~~”

and add new §110.39(c)(1)(B) to read:

“(B) follow and give complex instructions and clarify meaning by asking pertinent questions and respond appropriately;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(4) in §§110.36, 110.37, 110.38, and 110.39 and (c)(6) in §§128.34 and 128.35 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 and carried to recommend that the State Board of Education amend §110.36(c)(6)(A) and §128.34(c)(8)(A) to read:*

~~“analyze how different authors present similar themes across texts using text evidence relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(6)(D) and §128.34(c)(8)(D) to read:*

~~“analyze how the setting influences the theme describe the impact of the setting on both character development and plot structure.”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(B) and §128.34(c)(9)(B) to read:*

~~“analyze the structure of and prosody and graphic elements such as line length and word position in poems across a variety of poetic forms such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(C) and §128.34(c)(9)(C) to read:*

~~“analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony and satire describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(D) and §128.34(c)(9)(D) to read:*

~~“analyze describe characteristics and structural elements of informational texts such as:”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(E) and §128.34(c)(9)(E) to read:*

~~“analyze describe characteristics and structural elements of argumentative texts such as:”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education add new student expectation (c)(7)(F) to §§110.36, 110.37, and 110.38 and (c)(9)(F) to §§128.34 and 128.35 to read:*

~~“(F) analyze characteristics of multimodal and digital texts.”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(6)(B) and §128.35(c)(8)(B) to read:*

~~“analyze how authors use events of historical and cultural periods to shape characters differences in the characters' moral dilemmas in works of fiction across different countries or cultures;”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(6)(D) and §128.35(c)(8)(D) to read:*

“compare and contrast historical and cultural settings across texts analyze the impact of the setting on both character development and plot structure.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(7)(B) and §128.35(c)(9)(B) to read:*

“analyze the effects of metrics; rhyme schemes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms poetry;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(7)(C) and §128.35(c)(9)(C) to read:*

“analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire identify and explain the function of archetypes and motifs;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(6)(A) to read:*

“analyze themes representing different cultures across texts using text evidence the way in which the theme represents a view or comment on the human condition;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(6)(B) to read:*

“analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(6)(C) to read:*

“evaluate how different literary elements shape the author’s portrayal of the plot analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(B) to read:*

“analyze relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(C) to read:*

“analyze the function of archetypes and motifs explain how the relationships among the dramatic elements advance the plot;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(D)(ii) to read:*

“the relationship between organizational design and author’s purpose thesis; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(6)(A) to read:*

“analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts ~~compare and contrast works of literature that express a universal theme;~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(6)(B) to read:*

“analyze the moral dilemmas and quandaries ~~presented in works of fiction~~ as revealed by the underlying motivations and behaviors of the characters;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(6)(C) to read:*

“critique and evaluate ~~analyze~~ how complex plot structures such as subplots and devices ~~such as foreshadowing, flashbacks, and suspense~~ function and advance the action ~~in a work of fiction~~; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(B) to read:*

“analyze the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures ~~relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(D) to read:*

“critique and ~~develop criteria to~~ evaluate characteristics and structural elements of informational texts such as:”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(E) to read:*

“critique and ~~develop criteria to~~ evaluate characteristics and structural elements of argumentative texts such as:”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education add new student expectation §110.39(c)(7)(F) to read:*

“critique and evaluate characteristics of multimodal and digital texts.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(8) in §§110.36, 110.37, 110.38, and 110.39 and (c)(10) in §§128.34 and 128.35 to read:*

“Author's Purpose and Craft: 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 and carried to recommend that the State Board of Education amend §110.36(c)(8)(D) and §128.34(c)(10)(D) to read:*

“analyze how author’s use of language achieves specific purposes ~~identify and analyze the use of extended metaphor, paradox, irony, and oxymoron;~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education add new student expectation §110.36(c)(8)(E) and §128.34(c)(10)(E) to read:*

“analyze the use of literary devices such as point of view, irony, and oxymoron to achieve specific purposes;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend current (c)(8)(E) in §§110.36 and 110.37(c)(8)(E) and current (c)(10)(E) in §§128.34 and 128.35 to read:*

“~~identify and~~ analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(8)(F) and §128.34(c)(10)(F) to read:*

“explain the purpose of ~~difference between~~ rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.37(c)(8)(D) and §128.35(c)(10)(D) to read:*

“analyze how author’s use of language informs and shapes the perception of readers ~~identify and analyze the use of allusions and motif;~~”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education add new student expectation (c)(8)(E) in §110.37 and (c)(10)(E) in §128.34 to read:*

“analyze the use of literary devices such as point of view, irony, sarcasm, and motif to achieve specific purposes;”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.37(c)(8)(F) and §128.35(c)(10)(F) to read:*

~~“identify and analyze the purpose use of rhetorical devices, such as including appeals, antithesis, understatement, overstatement, parallelism, and shifts.”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.38(c)(8)(D) to read:*

~~“evaluate how author’s use of language informs and shapes the perception of readers analyze the use of paradox, satire, and allegory;”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education add new student expectation §110.38(c)(8)(E) to read:*

~~“(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §§110.38(c)(8)(E) and 110.39(c)(8)(E) to read:*

~~“evaluate analyze and interpret how the author's diction and syntax contribute to the mood, voice, and tone of a text; and”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.38(c)(8)(F) to read:*

~~“identify and analyze the effect use of rhetorical devices on the way the text is read and understood , including analogy, antithesis, and shifts.”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.39(c)(8)(D) to read:*

~~“critique and evaluate how author’s use of language informs and shapes the perception of readers develop criteria to evaluate paradox, satire, and allegory;”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education add new student expectation §110.39(c)(8)(E) to read:*

~~“evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §110.39(c)(8)(F) to read:*

~~“identify and analyze the effect use of rhetorical devices on the way the text is read and understood , including analogy, antithesis, and syllogism.”~~

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(9)(B)(i) in §§110.36, 110.37, 110.38, and 110.39 and (c)(11)(B)(i) in §§128.34 and 128.35 to read:*

“organizing with purposeful structure, including a strategic introduction, transitions, ~~sentence to sentence~~ coherence with and across paragraphs, and a conclusion; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(9)(D)(i), §110.37(c)(9)(D)(i), §128.34(c)(11)(D)(i) and §128.35(c)(11)(D)(i) to read:*

“a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §110.38(c)(9)(D)(iii) and §110.39(c)(9)(D)(iii) as follows: “~~(v) correct capitalization~~”*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(9)(D)(v) and §§128.34(c)(11)(D)(viii) to read:*

“punctuation including commas, semicolons, colons, and dashes to set off ~~infinitive and participle~~ phrases and clauses as appropriate;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.36(c)(9)(D)(vi) and 110.37(c)(9)(D)(vi) and §§128.34(c)(11)(D)(ix) and 128.35(c)(11)(D)(ix).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.36(c)(9)(D)(vii) and 110.37(c)(D)(vii), §§110.38(c)(9)(D)(vi) and 110.39(c)(9)(D)(vi), and §§128.34(c)(11)(D)(x) and 128.35(c)(11)(D)(x).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.38(c)(9)(D)(vii) and 110.39(c)(9)(D)(vii).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §§110.36(c)(10)(B) and 110.37 (c)(10)(B) and §§128.34(c)(12)(B) and 128.35(c)(12)(B) to read:*

“compose informational texts such as personal or informative essays using genre characteristics and craft;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(10)(C) in §§110.36, 110.37, 110.38, and 110.39 and (c)(12)(C) in §§128.34 and 128.35 to read:*

“compose argumentative texts using genre characteristics and craft; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(9)(D)(v) and § 128.35(c)(11)(D)(viii) to read:*

“punctuation including commas, semicolons, colons, dashes, brackets, and ellipses to set off infinitive and participle phrases and clauses as appropriate;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §§110.38(c)(9)(B)(ii) and 110.39(c)(9)(B)(ii) to read:*

“developing an engaging idea reflecting depth of thought with reasons, specific details, examples, and commentary, ~~and relevance;~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §§110.38(c)(9)(D) and 110.39(c)(9)(D) to read:*

“edit drafts to demonstrate a command of standards English conventions using a style guide as appropriate. using standard English conventions, including;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.38(c)(9)(D)(i) and 110.39(c)(9)(D)(i).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.38(c)(9)(D)(ii) and 110.39(c)(9)(D)(ii).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.38(c)(9)(D)(iv) and 110.39(c)(9)(D)(iv).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education strike §§110.38(c)(9)(D)(v) and 110.39(c)(9)(D)(v).*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(11)(G) in §§110.36, 110.37, 110.38, and 110.39 and (c)(13)(G) in §§128.34 and 128.35 to read:*

“synthesize information from a variety of sources;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §§110.36(c)(2)(A) and 110.37(c)(2)(A) and §§128.34(c)(4)(A) and 128.35(c)(4)(A) to read:*

“use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §§110.38(c)(2)(A) and 110.39(c)(2)(A) to read:*

“use print or digital resources to clarify and validate understanding of multiple alternative meanings of advanced vocabulary;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(5)(B) in §§110.36, 110.37, 110.38, and 110.39 and (c)(7)(B) in §§128.34 and 128.35 to read:*

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

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education strike (c)(1)(C) in §§110.36, 110.37, 110.38, and 110.39. The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend (c)(7)(A) in §§110.36, 110.37, 110.38, and 110.39 to read:*

“recognize how forms and structures are the same and different within and across genres demonstrate knowledge of American, British, and world literature across literary periods;”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend (c)(1)-(11) in §§110.36, 110.37, 110.38, and 110.39 to read:*

“(1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.”

“(2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.”

“(3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.”

“(4) Comprehension skills: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity.”

“(5) Response skills: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.”

“(6) Multiple genres: listening, speaking, reading, ~~and~~ 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.”

“(7) Multiple genres: listening, speaking, reading, ~~and~~ 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.”

“(8) Author's craft: listening, speaking, reading, ~~and~~ 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.”

“(9) Composition: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.”

“(10) Composition: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.”

“(11) Inquiry and research: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend (c)(1)-(13) in §§128.34 and 125.35 to read:*

“(1) Developing and sustaining foundational language skills: listening, speaking, ~~and~~ discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.”

“(2) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ 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.”

“(3) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.”

“(4) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, and thinking--fluency. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.”

“(5) Developing and sustaining foundational language skills: listening, speaking, reading, ~~and~~ writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.”

“(6) Comprehension skills: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity.”

“(7) Response skills: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.”

“(8) Multiple genres: listening, speaking, reading, ~~and~~ 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.”

“(9) Multiple genres: listening, speaking, reading, ~~and~~ 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.”

“(10) Author's craft: listening, speaking, reading, ~~and~~ 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.”

“(11) Composition: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.”

“(12) Composition: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.”

“(13) Inquiry and research: listening, speaking, reading, ~~and~~ writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School. The motion carried.*

5. Proclamation 2019 of the State Board of Education Advertising for Bids on Instructional Materials

(Board agenda page I-229)
[Official agenda item #7]

Kelly Callaway, senior director, instructional materials division, directed the board's attention to updates to *Proclamation 2019*, most of which were made in response to publisher feedback.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education approve Proclamation 2019 of the State Board of Education Advertising for Bids for Instructional Materials.*

(Dr. Ellis was absent for the vote.)

DISCUSSION ITEM

6. Discussion of Pending Litigation

(Board agenda page I-277)

MOTION AND VOTE: *It was moved by Mr. Bradley, seconded by Mr. Maynard, and carried to convene at 9 a.m. on Thursday, April 20, 2017, to take up Item #6, Discussion of Pending Litigation; and*

to convene at 1:30 p.m. on Thursday, April 20, 2017, to take up Item #4, Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second language, Subchapter C, High School.

(Dr. Ellis was absent for the vote.)

Mrs. Bahorich adjourned the meeting at 8:11 p.m. on April 19.

The State Board of Education Committee of the Full Board went into executive session at 9:03 a.m., Thursday, April 20, 2017, to discuss pending litigation, in accordance with the Texas Government Code, §551.071(1)(A).

The State Board of Education Committee of the Full Board reconvened at 1:39 p.m. on Thursday, April 20, 2017, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. The following members of the committee were present, as follows:

Presiding: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine "Tincy" Miller; Georgina C. Pérez; Marty Rowley

Absent: Marisa B. Perez-Diaz

The committee took up Item #4, Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second language, Subchapter C, High School. Action can be found under that item.

Mrs. Bahorich adjourned the meeting at 3:33 p.m. on April 20.