

ATTACHMENT 1:

ELA-R Texas Essential Knowledge and Skills (TEKS)
Final THECB Recommendations: English IV
(Proposed 2016)

Legend:

Underlined green = language recommended to be added

~~Crossed-out red~~ = language recommended for deletion

Blue = language recommended to be moved

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:

- (A) self-select texts and read independently for a sustained period of time;
- (B) read a full-length book or novel;
- (C) develop vocabulary by:
 - (i) using print or digital resources to define, clarify, and validate understanding in context;
 - (ii) using context, morphology, and cognates to determine denotation and connotation of unfamiliar words and phrases; and
 - (iii) increasing vocabulary and learning new words and concepts, including academic and other content vocabulary; and
- (D) develop oral language through listening and speaking by giving an organized presentation with a specific point of view.

Commented [A1]: This SE is too dependent on the romanettes for context and meaning

Commented [A2]: Several panelists pointed out the flaw in (B) develop vocabulary by (iii) increasing vocabulary. Needs a change

(2) Comprehension: Listening, and Speaking, Reading, and Writing using Multiple Texts.

Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

- (A) establish a purpose for reading assigned and self-selected texts;
- (B) ~~make and confirm predictions~~ determine a written work's purpose using text features, elements, and structures;
- (C) generate questions about text before, during, and after reading to deepen understanding and gain information about purpose and intended audience;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, to ideas in other texts, and to the larger community and describe insights gained;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate information read to determine ~~what is most important~~ main idea, author's purpose, and significant details;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments when understanding breaks down.

Commented [A3]: Comprehension deals with listening and reading, not the other elements.

Commented [A4]: Participants asked: student's purpose or author's purpose?

Commented [A5]: How do you assess this SE?

Commented [A6]: This is a reading strategy; in order to assess this SE, it would be a better fit under revision in the writing process

Commented [A7]: this strand focuses on the **response**, and thus on speaking and writing. To include listening and reading as elements of the strand is misleading.

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts.

Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe the personal and emotional connections to a variety of sources and describe insights gained when reading including self-selected texts;
- (B) use text evidence to support an appropriate response;
- (C) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (D) interact in meaningful ways such as note taking, annotating, freewriting, or illustrating;
- (E) respond using acquired content and academic vocabulary relevant to the topic as appropriate;
- (F) reflect on and write about the implicit and explicit meanings of text;
- (G) compare sources within and across multiple genres and write a response with accurate and relevant text evidence and commentary;
- (H) respond orally or in writing to an audience using with appropriate a specific register, vocabulary, and voice;
- (I) reflect on and adjust responses when valid evidence warrants; and
- (J) defend, challenge, or qualify author's or speaker's claims using relevant text evidence;

Commented [A8]: This language is in English I-III, possibly not in IV as an oversight?

Commented [A9]: Would like to see this language included in English I and II

Commented [A10]: SEs are not clearly related to collaboration.

(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:

- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
- (B) analyze a task to develop a collaborative plan that sets ground rules for decision-making and participate productively with others toward common goals;
- (C) engage in meaningful and collaborative discourse by contributing relevant information and providing and receiving constructive feedback; and
- (D) analyze and evaluate collaborative interactions after participating in a group activity.

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.

~~Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:~~

- ~~(A) — recognize how forms and structures are the same and different within and across genres;~~
- ~~(B) — analyze and apply the characteristics and structural elements of literary texts such as:
 - ~~(i) — theme, characters, and plot;~~
 - ~~(ii) — poetic forms, stanzas, line breaks, sound devices, and meter; and~~
 - ~~(iii) — monologue, aside, soliloquy;~~~~
- ~~(C) — analyze and apply characteristics and structural elements of informational texts such as:
 - ~~(i) — clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;~~
 - ~~(ii) — text features; and~~
 - ~~(iii) — organizational patterns;~~~~
- ~~(D) — analyze and apply characteristics and structural elements of argumentative texts such as:
 - ~~(i) — clear arguable thesis, appeals, and convincing closing; and~~
 - ~~(ii) — counter arguments, concessions, call to action, and opposing viewpoints;~~~~
- ~~(E) — evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and~~

Commented [A11]: Recommendation is to fold standards of Strand 5 into previously designated strand 6 as the SEs of the Multiple Genre strand are rightly part of Author's Purpose and Craft strand, and the SEs articulated in the Purpose and Craft strand should also be considered under the Multiple Genre strand. Rather than repeating SEs in both strands, the recommendation is to fold the two strands into one another.

~~(F)~~—analyze how the historical period, cultural contexts, and current events influence texts.

(6) (5) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using

Multiple Texts. ~~Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Students will use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning across increasingly complex texts from a variety of historical periods, cultures, ethnicities, national origins, and media. Students will analyze and apply authors' craft (including genre-specific characteristics, structures, and purposes) purposefully in order to develop their own products and performances.~~ Students will use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning across increasingly complex texts from a variety of historical periods, cultures, ethnicities, national origins, and media. Students will analyze and apply authors' craft (including genre-specific characteristics, structures, and purposes) purposefully in order to develop their own products and performances.

Commented [A12]: New language reflects the combination of Strands 5 and 6.

The student is expected to:

(A) identify and analyze the audience, purpose, and message within a text;

~~(A)~~~~(B)~~ recognize-analyze, evaluate, and model how-forms-and-structures-genre-specific features are the same and different within and across genres:

Commented [A13]: Blue text is text moved from previous Strand 5 (above), numbered here as B-G. Blue text is existing text from Strand 5, red text is stricken from Strand 5, and green text is added to Strad 5

~~(B)~~~~(C)~~ analyze and apply, evaluate, and model the effective use of textual characteristics and structural elements of literary texts such as including:

- (i) ~~theme, character, and relationships among thematic development, characterization, point of view, plot, and setting in a variety of literary texts~~
- (ii) relationships among open/closed poetic forms, stanzas, line breaks, and sound devices and meter in a variety of poetic texts; and
- (iii) ~~monologue, aside, soliloquy~~ relationships among dialogue, staging, theme, and historical context in a variety of dramatic texts.

~~(C)~~~~(D)~~ analyze and apply-evaluate characteristics and structural elements of informational texts and how they advance the author's purpose for a specific audience, including such as:

- (i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, effective introduction and closing;
- (ii) text features such as subheadings, graphics, captions; and
- (iii) organizational patterns;

~~(D)~~~~(E)~~ analyze, and apply evaluate, and model characteristics and structural elements of argumentative texts to argue a position, including such as:

- (i) clear arguable thesis, appeals, evidence, and convincing introduction and closing; and
- (ii) counter arguments, concessions, call to action, and opposing viewpoints;

~~(E)~~~~(F)~~ synthesize multiple genres within a multimedia or digital delivery evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes;and;

~~(F)~~~~(G)~~ analyze how the historical period, cultural contexts, and current events influence texts.

~~(H)~~ ~~(B)~~ evaluate the use of organizational patterns ~~text-structure~~ to achieve specific purposes

~~(I)~~ ~~(C)~~ justify evaluate the author's use of print and graphic features, ~~including such as~~ headings, tables, and pictures to achieve specific purposes;

~~(J)~~ ~~(D)~~ evaluate the use of both literal and figurative language to inform and shape the perception of readers;

~~(K)~~ ~~(E)~~ analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text;

- (L) (F) analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and
- (M) (G) identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.

(7) (6) **Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts.** Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

Commented [A14]: Participants would like to see more emphasis on content rather than style

- (A) ~~plan a piece of writing appropriate for various purposes and audiences by generating~~ generate ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;
- (C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, diction, and sentence fluency;
- (D) Use a grammar/style handbook to edit drafts using standard English conventions, such as including:
- (i) complete and readable sentence structures, avoiding ~~problematic splices, fragments~~ and run-ons, which includes comma splices and fused sentences, ~~and fragments~~;
 - (ii) commas to set off absolute, gerund, infinitive and participle phrases;
 - (iii) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
 - (iv) parallel structure;
 - (v) dashes, colons, parentheses, brackets, and ellipses;
 - (vi) consistent and logical use of verb tense;
 - (vii) appropriate use of active and passive voice;
 - (viii) subject-verb agreement;
 - (ix) pronoun-agreement;
 - (x) correct capitalization; and
 - (xi) correct spelling;
- (E) publish or deliver written work for appropriate audiences;
- (F) use the elements of craft to advance the writer's purpose when composing by:
- (i) developing an engaging idea reflecting depth of thought with specific details and relevance;
 - (ii) organizing with purposeful structure including a strategic lead, transitions, sentence-to-sentence connections, and closing;
 - (iii) using intentional diction, precise nouns, and strong actions verbs;
 - (iv) using sentence-combining techniques to create a variety of sentence structures and lengths; and
 - (v) developing voice.
- (G) compose, revise, and edit literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (H) compose, revise, and edit informational texts such as resumes and personal and informative essays using genre characteristics and craft;

Commented [A15]: participants wanted to see this list compressed or grouped into fewer romanettes/examples

- (I) compose revise, and edit argumentative texts using genre characteristics and craft;
- (J) compose revise, and edit correspondence in a professional or friendly structure; and
- (K) compose revise, and edit literary analysis using genre characteristics and craft.

(7) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts.

Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) develop student-selected questions for formal and informal research inquiry;
- (B) develop a research plan;
- (C) locate sources relevant ~~sources~~ to the research question(s);
- (D) examine sources for:
 - (i) credibility;
 - (ii) bias; and
 - (iii) faulty reasoning including straw man, false dilemma, faulty analogies, non-sequitur;
- (E) synthesize information acquired through research;
- (F) demonstrate understanding using appropriate mode of delivery:
 - (i) ~~display~~ integrate academic citations in accordance with a style handbook such as MLA, Chicago, or APA; and
 - (ii) use source materials ethically;
- (G) incorporate digital technology, ~~when appropriate~~ throughout the research process, when applicable.