

**ATTACHMENT 2:  
ELA-R TEKS (Proposed 2016), Strand 5  
English I-IV**

**Original Proposed Strand 5 as Taken from the Texas Education Agency Website**

English I	English II	English III	English IV
<b>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.</b> 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;	(A) recognize how forms and structures are the same and different within and across genres;	(A) recognize how forms and structures are the same and different within and across genres;	(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:	(B) analyze and apply the characteristics and structural elements of literary texts such as:	(B) analyze and apply the characteristics and structural elements of literary texts such as:	(B) analyze and apply the characteristics and structural elements of literary texts such as:
(i) theme, characters, and plot;	(i) theme, characters, and plot;	(i) theme, characters, and plot;	(i) theme, characters, and plot;
(ii) poetic forms, stanzas, line breaks, and sound devices; and	(ii) poetic forms, stanzas, line breaks, and sound devices; and	(ii) poetic forms, stanzas, line breaks, sound devices, and meter; and	(ii) poetic forms, stanzas, line breaks, sound devices, and meter; and
(iii) stage directions and cast;	(iii) stage directions and cast;	(iii) monologue, aside, soliloquy;	(iii) monologue, aside, soliloquy;
(C) analyze and apply characteristics and structural elements of informational texts such as:	(C) analyze and apply characteristics and structural elements of informational texts such as:	(C) analyze and apply characteristics and structural elements of informational texts such as:	(C) analyze and apply characteristics and structural elements of informational texts such as:
(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;	(i) clear thesis, relevant supporting evidence, pertinent examples, and effective closing;	(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;	(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, and effective closing;
(ii) text features; and	(ii) text features; and	(ii) text features; and	(ii) text features; and
(iii) organizational patterns;	(iii) organizational patterns;	(iii) organizational patterns;	(iii) organizational patterns;
(D) analyze and apply characteristics and structural elements of argumentative texts such as:	(D) analyze and apply characteristics and structural elements of argumentative texts such as:	(D) analyze and apply characteristics and structural elements of argumentative texts such as:	(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, and call to action;	(i) clear arguable thesis, appeals, and convincing closing; and (ii) counter arguments, concessions, and call to action;	(i) clear arguable thesis, appeals, and convincing closing; and (ii) counter arguments, concessions, call to action, and opposing viewpoints;	(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	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and	(E) evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and
(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.

**Strand 5 Proposed THECB Changes**

The Texas Education Agency requested that the panel of reviewers examine Strand 5 with attention to the following questions:

- What are appropriate, differentiated SEs related to setting at each level, English I-IV?
- Should poetic forms and/or devices be addressed at high school?
- What are the essential poetic forms and what is an appropriate sequence to address those forms across English I - IV?
- What are appropriate, differentiated SEs for drama at each level, English I – IV?
- What are appropriate, differentiated SEs for fiction at each level, English I – IV?
- What are appropriate, differentiated SEs for informational texts at each level, English I – IV?
- What are appropriate, differentiated SEs for argumentative texts at each level, English I – IV?

After thoughtful discussion of the questions posed by the Texas Education Agency, the panel created a draft for Strand 5.

Level I	Level II	Level III	Level IV
<p><b>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts.</b> 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:</p>			
<p>(A) <del>recognize</del> <u>identify and describe</u> how <del>forms and structures</del> <u>genre-specific features</u> are the same and different within and across genres;</p>	<p>(A) <del>recognize</del> <u>describe and analyze</u> how <del>forms and structures</del> <u>genre-specific features</u> are the same and different within and across genres;</p>	<p>(A) <del>recognize</del> <u>analyze and evaluate</u> how <del>forms and structures</del> <u>genre-specific features</u> are the same and different within and across genres;</p>	<p>(A) <del>recognize</del> <u>analyze, evaluate, and model</u> how <del>forms and structures</del> <u>genre-specific features</u> are the same and different within and across genres;</p>
<p>(B) <del>analyze and apply</del> <u>identify and describe, in written or oral form,</u> the <u>textual</u> characteristics and</p>	<p>(B) <u>describe and analyze, and apply, in written or oral form,</u> the <u>textual</u> characteristics and structural elements of</p>	<p>(B) analyze <del>and apply</del> <u>and evaluate, in written or oral form,</u> the <u>textual</u> characteristics and structural elements of</p>	<p>(B) <u>In written and oral form, analyze and apply, evaluate, and model the effective use of textual</u></p>

structural elements of <del>literary</del> texts <del>such as</del> <u>including</u> :	<del>literary</del> texts <del>such as</del> <u>including</u> :	<del>literary</del> texts <del>such as</del> <u>including</u> :	characteristics and structural elements of <del>literary</del> texts <del>such as</del> <u>including</u> :
(i) <del>theme, characters, and relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</del>	(i) <del>theme, characters, and relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</del>	(i) <del>theme, characters, and relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</del>	(i) <del>theme, character, and relationships among thematic development, characterization, point of view, plot, and setting in a variety of literary texts</del>
(ii) <del>relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;</del> and	(ii) <del>relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;</del> and	(ii) <del>relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;</del> and	(ii) <del>relationships among open/closed poetic forms, stanzas, line breaks, and sound devices and meter in a variety of poetic texts;</del> and
(iii) <del>stage directions and cast; relationships among dialogue, staging, and theme in a variety of dramatic texts.</del>	(iii) <del>stage directions and cast; relationships among dialogue, staging, and theme in a variety of dramatic texts.</del>	(iii) <del>monologue, aside, soliloquy; relationships among dialogue, staging, theme, and historical context in a variety of dramatic texts.</del>	(iii) <del>monologue, aside, soliloquy-relationships among dialogue, staging, theme, and historical context in a variety of dramatic texts.</del>
(C) <del>analyze and apply describe</del> characteristics and structural elements of informational texts <u>and how they advance the author's purpose for a specific audience, including such as:</u>	(C) <del>analyze and apply</del> characteristics and structural elements of informational texts <u>and how they advance the author's purpose for a specific audience, including such as:</u>	(C) <del>analyze and apply</del> <u>evaluate</u> characteristics and structural elements of informational texts <u>and how they advance the author's purpose for a specific audience, including such as:</u>	(C) <del>analyze and apply</del> <u>evaluate</u> characteristics and structural elements of informational texts <u>and how they advance the author's purpose for a specific audience, including such as:</u>
(i) clear thesis, relevant supporting	(i) clear thesis, relevant supporting evidence,	(i) clear thesis, relevant supporting	(i) clear thesis, relevant supporting evidence,

evidence, pertinent examples, <u>insightful commentary</u> , effective <u>introduction and closing</u> ;	pertinent examples, <u>insightful commentary</u> , effective <u>introduction and closing</u> ;	evidence, pertinent examples, insightful commentary, effective <u>introduction and closing</u> ;	pertinent examples, insightful commentary, effective <u>introduction and closing</u> ;
(ii) text features <u>such as subheadings, graphics, captions</u> ; and	(ii) text features <u>such as subheadings, graphics, captions</u> ; and	(ii) text features <u>such as subheadings, graphics, captions</u> ; and	(ii) text features <u>such as subheadings, graphics, captions</u> ; and
(iii) organizational patterns.	(iii) organizational patterns.	(iii) organizational patterns.	(iii) organizational patterns;
(D) <del>analyze, and apply</del> <u>describe</u> characteristics and structural elements of argumentative texts, <u>including such as</u> :	(D) analyze, <del>and apply</del> characteristics and structural elements of argumentative texts to <u>argue a position, including such as</u> :	(D) <del>evaluate</del> <u>analyze</u> , and apply characteristics and structural elements of argumentative texts to <u>argue a position, including such as</u> :	(D) analyze, <del>and apply</del> <u>evaluate, and model</u> characteristics and structural elements of argumentative texts <u>to argue a position, including such as</u> :
(i) clear arguable thesis, appeals, <u>evidence</u> , and convincing <u>introduction and closing</u> ; and	(i) clear arguable thesis, appeals, <u>evidence</u> , and convincing <u>introduction and closing</u> ; and	(i) clear arguable thesis, appeals, <u>evidence</u> , and convincing <u>introduction and closing</u> ; and	(i) clear arguable thesis, appeals, <u>evidence</u> , and convincing <u>introduction and closing</u> ; and
(ii) counter arguments, concessions, call to action, and opposing viewpoints;	(ii) counter arguments, concessions, call to action, and opposing viewpoints;	(ii) counter arguments, concessions, call to action, and opposing viewpoints;	(ii) counter arguments, concessions, call to action, and opposing viewpoints;
(E) <u>create literary, informational, and/or argumentative compositions for multimedia or digital deliveries</u> <del>and apply the characteristics of multimodal and digital texts for literary, informational, and</del>	(E) <u>create literary, informational, and/or argumentative compositions for multimedia or digital deliveries</u> <del>and apply the characteristics of multimodal and digital texts for literary, informational, and</del>	(E) <u>synthesize multiple genres within a multimedia or digital delivery</u> <del>evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and</del>	(E) <u>synthesize multiple genres within a multimedia or digital delivery</u> <del>evaluate and apply the characteristics of multimodal and digital texts for literary, informational, and</del>

argumentative purposes;and;	argumentative purposes;and;	argumentative purposes;and;	argumentative purposes;and;
(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.	(F) analyze how the historical period, cultural contexts, and current events influence texts.
(G) evaluate the use of generic features in a printed or digital medium.	(G) evaluate the use of generic features in a printed or digital medium.	(G) evaluate the use of generic features in a printed or digital medium.	(G) evaluate the use of generic features in a printed or digital medium.

### Strand 5 Incorporation into Strand 6

After thoughtful discussion, the panel determined that the best placement for this strand was for it to be embedded into Strand 6. With that in mind, the merged strands, now Strand 5, would look as follows.

English I	English II	English III	English IV
<p><del>(6)</del> <b>(5) Author’s Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts.</b> <del>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.</del></p>			
(A) identify and analyze the audience, purpose, and message within a text;	(A) identify and analyze the audience, purpose, and message within a text;	(A) identify and analyze the audience, purpose, and message within a text;	(A) identify and analyze the audience, purpose, and message within texts;
<del>(A)</del> (B) recognize identify and describe how forms and structures genre-specific features are the same and different within and across genres;	<del>(A)</del> (B) recognize describe and analyze how forms and structures genre-specific features are the same and different within and across genres;	<del>(A)</del> (B) recognize analyze and evaluate how forms and structures genre-specific features are the same and different within and across genres;	<del>(A)</del> (B) recognize analyze, evaluate, and model how forms and structures genre-specific features are the same and different within and across genres;

**Commented [A1]:** New language reflects the combination of Strands 5 and 6.

**Commented [A2]:** 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 Strand 5

<del>(B)</del> (C) <del>analyze and apply</del> identify and describe, in written or oral form, the textual characteristics and structural elements of literary texts such as including:	<del>(B)</del> (C) describe and <del>analyze and apply, in</del> written or oral form, the textual characteristics and structural elements of literary texts such as including:	<del>(B)</del> (C) <del>analyze and apply and evaluate, in</del> written or oral form, the textual characteristics and structural elements of literary texts such as including:	<del>(B)</del> (C) <del>analyze and apply, evaluate, and</del> model the effective use of textual characteristics and structural elements of literary texts such as including:
(i) <del>theme, characters, and relationships</del> among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(i) <del>theme, characters, and relationships</del> among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(i) <del>theme, characters, and relationships</del> among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	(i) <del>theme, character, and relationships</del> 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, speaker, and sound devices in a variety of poetic texts; and	(ii) relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts; and	(ii) relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts; and	(ii) relationships among open/closed poetic forms, stanzas, line breaks, and sound devices and meter in a variety of poetic texts; and
(iii) <del>stage directions and cast; relationships</del> among dialogue, staging, and theme in a variety of dramatic texts.	(iii) <del>stage directions and cast; relationships</del> among dialogue, staging, and theme in a variety of dramatic texts.	(iii) <del>monologue, aside, soliloquy; relationships</del> among dialogue, staging, theme, and historical context in a variety of dramatic texts.	(iii) <del>monologue, aside, soliloquy relationships</del> among dialogue, staging, theme, and historical context in a variety of dramatic texts.
<del>(C)</del> (D) <del>analyze and apply</del> describe characteristics and structural elements of informational texts and how they advance the author's purpose for a	<del>(C)</del> (D) <del>analyze and apply</del> characteristics and structural elements of informational texts and how they advance the author's purpose for a	<del>(C)</del> (D) <del>analyze and apply</del> evaluate characteristics and structural elements of informational texts and how they advance the author's purpose for a	<del>(C)</del> (D) <del>analyze and apply</del> evaluate characteristics and structural elements of informational texts and how they advance the author's purpose for a

<u>specific audience, including such as;</u>	<u>specific audience, including such as;</u>	<u>specific audience, including such as;</u>	<u>specific audience, including such as;</u>
<u>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, effective introduction and closing;</u>	<u>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, effective introduction and closing;</u>	<u>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, effective introduction and closing;</u>	<u>(i) clear thesis, relevant supporting evidence, pertinent examples, insightful commentary, effective introduction and closing;</u>
<u>(ii) text features such as subheadings, graphics, captions; and</u>	<u>(ii) text features such as subheadings, graphics, captions; and</u>	<u>(ii) text features such as subheadings, graphics, captions; and</u>	<u>(ii) text features such as subheadings, graphics, captions; and</u>
<u>(iii) organizational patterns.</u>	<u>(iii) organizational patterns.</u>	<u>(iii) organizational patterns.</u>	<u>(iii) organizational patterns;</u>
<del>(D)</del> <u>(E) analyze, and apply describe characteristics and structural elements of argumentative texts, including such as;</u>	<del>(D)</del> <u>(E) analyze, and apply characteristics and structural elements of argumentative texts to argue a position, including such as;</u>	<del>(D)</del> <u>(E) evaluate analyze, and apply characteristics and structural elements of argumentative texts to argue a position, including such as;</u>	<del>(D)</del> <u>(E) analyze, and apply evaluate, and model characteristics and structural elements of argumentative texts to argue a position, including such as;</u>
<u>(i) clear arguable thesis, appeals, evidence, and convincing introduction and closing; and</u>	<u>(i) clear arguable thesis, appeals, evidence, and convincing introduction and closing; and</u>	<u>(i) clear arguable thesis, appeals, evidence, and convincing introduction and closing; and</u>	<u>(i) clear arguable thesis, appeals, evidence, and convincing introduction and closing; and</u>
<u>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</u>	<u>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</u>	<u>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</u>	<u>(ii) counter arguments, concessions, call to action, and opposing viewpoints;</u>
<del>(E)</del> <u>(F) create literary, informational, and/or argumentative compositions for multimedia or digital</u>	<del>(E)</del> <u>(F) create literary, informational, and/or argumentative compositions for multimedia or digital</u>	<del>(E)</del> <u>(F) synthesize multiple genres within a multimedia or digital delivery evaluate and apply the</u>	<del>(E)</del> <u>(F) synthesize multiple genres within a multimedia or digital delivery evaluate and apply the</u>



<del>deliveries</del> and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and;	<del>deliveries</del> and apply the characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and;	characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and;	characteristics of multimodal and digital texts for literary, informational, and argumentative purposes; and;
<del>(F)</del> (G) analyze how the historical period, cultural contexts, and current events influence texts.	<del>(F)</del> (G) analyze how the historical period, cultural contexts, and current events influence texts.	<del>(F)</del> (G) analyze how the historical period, cultural contexts, and current events influence texts.	<del>(F)</del> (G) analyze how the historical period, cultural contexts, and current events influence texts.
<del>G</del> ) evaluate the use of generic features in a printed or digital medium.	<del>G</del> ) evaluate the use of generic features in a printed or digital medium.	<del>G</del> ) evaluate the use of generic features in a printed or digital medium.	<del>G</del> ) evaluate the use of generic features in a printed or digital medium.
<del>(H)</del> <del>(B)</del> Evaluate analyze the use of <u>organizational patterns</u> <del>text structure</del> to achieve specific purposes	<del>(H)</del> <del>(B)</del> Evaluate analyze the use of <u>organizational patterns</u> <del>text structure</del> to achieve specific purposes	<del>(H)</del> <del>(B)</del> Evaluate the use of <u>organizational patterns</u> <del>text structure</del> to achieve specific purposes	<del>(H)</del> <del>(B)</del> Evaluate the use of <u>organizational patterns</u> <del>text structure</del> to achieve specific purposes
<del>(I)</del> <del>(C)</del> justify <u>interpret and analyze</u> the author's use of print and graphic features, <u>including such as headings, tables, and pictures</u> to achieve specific purposes;	<del>(I)</del> <del>(C)</del> justify <u>analyze and evaluate</u> the author's use of print and graphic features, <u>including such as headings, tables, and pictures</u> to achieve specific purposes;	<del>(I)</del> <del>(C)</del> justify <u>evaluate</u> the author's use of print and graphic features, <u>including such as headings, tables, and pictures</u> to achieve specific purposes;	<del>(I)</del> <del>(C)</del> justify <u>evaluate</u> the author's use of print and graphic features, <u>including such as headings, tables, and pictures</u> to achieve specific purposes;
<del>(J)</del> <del>(D)</del> analyze the effect of literal and figurative language, including extended metaphor, simile, personification, hyperbole, symbolism, and imagery, to achieve specific purposes;	<del>(J)</del> <del>(D)</del> analyze the effect of literal and figurative language to achieve specific purposes;	<del>(J)</del> <del>(D)</del> evaluate the use of both literal and figurative language to inform and shape the perception of readers;	<del>(J)</del> <del>(D)</del> evaluate the use of both literal and figurative language to inform and shape the perception of readers;
<del>(K)</del> <del>(E)</del> identify and analyze how the	<del>(K)</del> <del>(E)</del> identify and analyze how the	<del>(K)</del> <del>(E)</del> analyze and interpret how the	<del>(K)</del> <del>(E)</del> analyze and evaluate how the

author's diction and syntax contribute to the mood, voice, and tone of a text;	author's diction and syntax contribute to the mood, voice, and tone of a text;	author's diction and syntax contribute to the mood, voice, and tone of a text;	author's diction and syntax contribute to the mood, voice, and tone of a text;
<u>(L)</u> <del>(F)</del> identify and analyze the use of literary devices including point of view, irony, oxymoron, pun, and idiom to achieve specific purposes; and	<u>(L)</u> <del>(F)</del> identify and analyze the use of literary devices including point of view, irony, sarcasm, oxymoron, and motif to achieve specific purposes; and	<u>(L)</u> <del>(F)</del> identify and analyze the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and	<u>(L)</u> <del>(F)</del> analyze and evaluate the use of literary devices including paradox, satire, and allegory to achieve specific purposes; and
<u>(M)</u> <del>(G)</del> identify and analyze the use of rhetorical devices including allusion, repetition, appeals, and rhetorical questions.	<u>(M)</u> <del>(G)</del> identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts.	<u>(M)</u> <del>(G)</del> identify and analyze the use of rhetorical devices including analogy, antithesis, and shifts	<u>(M)</u> <del>(G)</del> identify and analyze use of rhetorical devices including analogy, antithesis, and syllogism.