Comparison of K-12 ELAR TEKS Revised Drafts with TCTELA TEKS Forum Reports, April 2016

In an effort to continue to ensure that the literacy teacher and professional voice is heard during the ELAR TEKS revision process, TCTELA has completed its review of the latest draft of the revised ELAR TEKS. This latest draft was compared to the reports from the TCTELA TEKS Forum that were developed in early February 2016. The reports listed issues that were noted by participants to be of concern from the first draft of the ELAR TEKS.

What follows is a narrative description of the comparison, in addition to some descriptive statistics, related to the level to which the issues from the forum have been addressed in this latest draft. Two raters were engaged in the draft review process. The level to which the forum items were being addressed in the revised TEKS was determined. Each item from the forum was evaluated as either fully addressed, partially addressed, or not addressed.

It is important to note a few issues that could be limitations in the comparison:

• The process of reviewing the latest drafts and comparing them to the TEKS does require some speculation about intention on the part of the raters.

• Some items from the forum were specific to a grade level band and may have been addressed within that band; however, the issue may remain in other bands.

• Some issues from the forum were reported under specific strands, student expectations, and/or romanettes. In the recent drafts, these issues may have been completely eliminated or moved to another strand, student expectation, and/or romanette. The raters took care to look within and across grade level bands to locate the issues.

• Some draft writing teams have noted that their work was not complete at the time of the release of the second revised drafts.

TCTELA appreciates the work of the writing teams and hopes that this report will support them as the revision process moves forward.

Regards,

Kim Pinkerton, TCTELA President
Forum Demographics:

The TCTELA TEKS Forum had 866 registered users. These users reported the following data regarding their work in public school settings and in English language arts and reading education:

- 59% (510) are teachers and 34% (293) are administrators.
- 91% (784) work in public school settings.
- 75% (557) primarily teach ELA or Reading.
- 61% (528) have 11 or more years of experiences teaching ELAR.
- 63% (543) are solely responsible for or work in teams for lesson planning.

The 866 user data also indicated the following:

- 25% (213) teach early childhood (EC)-grade 5 and 47% (409) teach grades 6-12.
- 10% (87) teach in dual language/bilingual/Spanish immersion programs.
- 100% of the ESC regions are represented (one user or more).
- 58% (508) are from Regions 4, 10, and 11.

Impact of Forum Findings upon the Current ELAR TEKS Draft:

Overall Descriptive Analysis:

Each item from the forum was evaluated as either fully addressed, partially addressed, or not addressed. The results showed:

- In grades 9-12, 87% of the issues from the forum report were fully addressed, 13% were not addressed, and none were partially addressed.
- In grades 6-8, 47% of the issues from the forum report were fully addressed, 24% were not addressed, and 29% were partially addressed.
- In grades 3-5, 50% of the issues from the forum report were fully addressed, 45% were not addressed, and 5% were partially addressed.
- In grades K-2, 33% of the issues from the forum report were fully addressed, 67% were not addressed, and none were partially addressed.
- In addition, there were six global issues that applied to all grade levels. None of those were addressed fully. Three were not addressed and three were addressed partially.

Narrative Analysis

Note: Wording in green=addressed & Wording in red=not addressed

Feedback from Participants on Global Issues (6 Issues)

Wording of Strands

Question asked on Forum site: Should strands 2-8 be expressed more like strand 1?
Forum Issue: Near-unanimous support for applying the wording in strand 1 (Developing and Sustaining Foundational Language Skills) to strands 2 through 8, which are currently introduced with a one-word label (e.g., changing “Comprehension” to “Developing Comprehension Strategies and Skills” or “Employing Active Strategies to Support Comprehension”). Forum participants provided the following rationales for the recommendation to change the wording of the strands. More clearly defining the intention of each strand (1) provides clarity and direction to teachers by enabling them to better understand both the purpose and the depth of the strand and (2) calls attention to the need to actively engage students as they acquire the concepts and skills specified in the strand.

Revised Drafts: This was not addressed at any grade level.

Vertical Alignment from grade to grade and level to level
Question asked on Forum site: Are the TEKS vertically aligned from grade to grade and level to level? That is, do the TEKS at each grade level build on the TEKS specified in the previous grade? Is there a smooth, seamless “slide” (transition) from the elementary to the middle school and from the middle school to the high school with regard to the expectations for student learning?

Forum Issue: Forum participants noted the lack of vertical alignment across grades and levels in the current draft of the TEKS. This issue is likely the result of the drafts being completed on different timelines by different committees.

- **Issue A: 1st vertical alignment problem: inconsistent use of academic language and terms.** Example: Under Foundational Language Skills, the term “fluency” is used in K–3 and in 6–12, but in grades 4 and 5, the terms “accuracy” and “prosody” are used instead of “fluency.” There are many instances of inconsistent language use in this draft. Forum participants believe this should be an area of focus, their rationale being that the more the terminology is consistent from grade to grade, the better the TEKS can be understood not only by teachers but also by students. Consistency supports shared understandings of the specific meanings of academic language and terms used in the TEKS.

  Revised Drafts: 1 C in grades 1-5 states, “Use appropriate rate, accuracy, and prosody when reading grade-level text.” This defines the three elements of fluency within the descriptor. 1C in grades 6-8 states, “Adjusting fluency when reading grade-level text based on reading purpose.”

- Here are a few other examples:
  - Grades 4-8, 5Aii, is there a difference between being able to explain something and being able to analyze it. In K-2, it says describe. What is the difference between describing and explaining? Grade 2 says, “Describe the importance of the setting...” Grade 4-5 says, “Explain the significance of the setting...”
  - Grade 4 5G says, “Read and respond to biography and autobiography.” Autobiography is a form of biography, as are collective biographies, simplified, complete, partial, etc.
  - Grade 4 7G says, “...such as realistic or fantasy” and Grade 3 7G says, “...such as realistic or imaginative.”
  - In grade 4 8Eii, it states, “Recognize between paraphrasing and plagiarism.” Paraphrasing is a skill. When it is not cited properly, it can be plagiarism. This use of vocabulary is
confusing and not representative of what writers should know about plagiarism.

- **Issue B: 2nd vertical alignment problem: specificity and completeness within a strand.** Example: In strand 3 (Response), there are only three student expectations in grade 6, as opposed to nine student expectations in grades 4 and 5. In addition, the student expectations are more generally written in grade 6 than in grades 4 and 5. As currently written, strand 3 in grade 6 seems to require less of students than this strand does in grades 4 and 5. On the other hand, strand 7 (Composition and Presentation) in middle school is much more detailed than any of the elementary grades. Forum participants commented that the difference in the specificity and completeness of the student expectations from elementary to middle school to high school causes significant alignment issues because it is difficult for teachers to understand how the expectations build from one year to the next.

  - **Revised Drafts:** The student expectations for this are much more balanced across the grade levels. Progress has been made here. Grade levels are more balanced in some grade bands, like 4-8; however, numbering of TEKS is off within and across some grade levels. Elementary, middle school, and high school are more balanced in specificity; however, gaps and inconsistencies in terminology remain. For example, apostrophe use is only addressed in high school; capitalization and punctuation of titles is in elementary and high school but not middle school.

Suggestions and additional related issues:

- To address the issue of expectations building, the writing team might consider something like this. 3A could move from applying the emotional impact to themselves to what this means for others around them and then to the world. This global thinking about connections is much more complex than thinking about how it applies to the student only. This progression across k-12 could be easily defined in 3A.

- A good example of how this is done, in terms of building on the same concept as grade increases, is 8C in grades 3-8. Grade three will learn how to gather and categorize information from a variety of resources for their research. Grades 4-5 will analyze and organize collected information from a variety of resources. The analysis means that you are judging the quality of your research. The organization means that you are determining how your research can build support. Grades 6-8 will analyze and synthesize information from a variety of sources. This means that the researcher is now combining sources to support an idea, as opposed to what grade 4-5 was doing, just organizing the information (maybe most important to least important). The next step would be to see what is the most advanced skill related to reference review/use. That would apply to 9-12. And, we need to know what comes before gathering and categorizing for K-2. K-2 is almost there, but they have their thoughts out of order. For example, K says, “Gather information from a variety of sources,” while Grade 1 says, “Identify possible sources and gather information.” Identifying a possible source is the first step.
There are other areas in terms of vertical alignment that seem to have earlier grades with more complex requirements than higher grades. Here are some examples, but there are many:

- Grade 7, 5Ai only includes summarizing when grades 4-6 have included analyzing and summarizing. Grade 8, 5Ai only includes analyzing. Being able to summarize an issue is easier than being able to analyze it. In order to analyze an issue, you have to summarize it first.

- In grade 2, students “discuss how different organizational structures support the main idea,” and in grade 3 students “identify how different organizational structures support the main idea.” Wouldn’t a student have to identify these before being able to discuss them? Or, is identify and discuss supposed to mean the same thing?

There are also areas in terms of vertical alignment that seem to have no developmentally appropriate or logical progression of skills.

- Many of the spelling features listed in Grades 1-2 are not developmentally appropriate for all. It is almost as if they are trying to teach all phonics features for decoding and encoding in two grades. Consideration for the developmental nature of spelling is not presented in Grades 1-3. Children will be at different stages of spelling. Some will be able to do more than what is listed, and others will struggle greatly because many of the skills selected are above their spelling level/ability. This is a serious issue.

  - First grade, 1C i-xi:
    - i-iii (Letter-Name Alphabet, grades K-middle of 2)
    - vi, vii, viii (Within Word Pattern, grades 1-middle of 4):
    - iv-v (Syllables and Affixes, grades 3-8): the reason that closed and open syllables are studied is because the syllable juncture generally indicates doubling or not. Maybe this was not the intention of these two romanettes. Maybe it is just preparation for this feature.
    - Note: Students who are transitioning to independent reading by the end of first grade enter the Within Word Patter stage of spelling (Bear, Invernizzi, Templeton, & Johnston, 2012, p. 12, 206, 251-252, 357).

  - Second grade, 1E i-xiii
    - Romanettes i, ii, v, vii are Within Word Pattern features (see above for grade level)
- See above for information about Romanettes iii and iv. Syllables and Affixes stage for syllable types.

- See information below for information about Romanette vi: the *including* statement also includes word examples that are not multisyllabic; what is a vowel team?

- Romanette viii is Early Derivational Relations, which is Grades 5-12.

- Romanettes ix and xiii are Syllables and Affixes (see above for grade level).

  - Third grade, 1Ei-iv
    - ii through iv are late Within Word to Early Syllables and Affixes features. See above for grade levels to accompany those. This is a closer match than the previous two grades.
    - Romanette i is confusing. The *including* word examples are not multisyllabic. What are vowel teams? This is not a common term used for a spelling feature.

  - Fourth, 1E i-iii is very broad, yet it leaves more room for the developmental nature of spelling.

  - Fifth, 1E i-v are only slightly more specific than grade 4, focusing on a skill or two that is developmentally appropriate for grade 5.

- **Issue C**: 3rd vertical alignment problem: inconsistent placement of student expectations in strands. In K-5, the SEs addressing writing for different purposes (writing a story, writing to present information, etc.) have been placed in strand 5. In grade 6-English IV, the SEs addressing writing for different purposes have been placed in strand 7. This inconsistent placement of SEs represents a major disruption in the vertical alignment of elementary to middle school and high school. Forum participants felt strongly that student expectations addressing similar skills must be placed in the same strand so that teachers can clearly track growth in student learning from grade to grade and level to level.

  - Revised Draft: K-12 Strand 7 now includes G, H, I, and J, which are related to composing narrative fiction, poetry, informational text, argument, and correspondence. 9-12 will also compose analytical text. This is very consistent in terms of terminology.

- **Strand 5** does still include references to the same writing:
  - “Read, write and respond to poetry” in Grade 4 5E. 5B in Grade 3 is read, “respond to and compose realistic fiction,” and in Grade 2 5D says, “read, respond to and dictate or write informational texts.” There are many more examples. Grades K-5 might reference how 7-12 approached Strand 5 and left the composition to Strand 7.
Balance between comprehension and textual complexity

Question asked on Forum site: The student expectations listed under strand 2 (Comprehension) are identical from kindergarten through English IV. If these comprehension skills are truly recursive, how does one grade differ from the next with regard to student learning? Does the difference in the expectations for student learning reside in the increased complexity of texts students read as they move from grade to grade?

Forum Issue: Many Forum participants weighed in on this issue. They felt that the main concept of this strand—"Students use metacognitive skills to comprehend increasingly complex texts"—means that students need to practice the same skills using more complex grade-appropriate texts from year to year. Participants stated that the increased complexity and diversity of texts would naturally lend themselves to deeper study and understanding of the strand 2 student expectations. The question from Forum participants was how to communicate the relationship between comprehension and textual complexity, i.e., how "front and center" text complexity should be in the TEKS.

Revised Draft: The comprehension strand now has all SE's represented with the exact verbiage across all grades. This does not seem to address text complexity or the way that comprehension changes depending on the complexity of the text. The comprehension tasks can be much more complex when the text is complex.

Use of Definitions and Examples in Student Expectations

Questions asked on Forum site: Should academic terminology be placed in parentheses after definition? Should jargon or esoteric language (e.g., encode = spelling) be eliminated to the extent possible so that it is easier for teachers and parents to understand the requirements of the curriculum? Many Forum participants commented that the TEKS are made to be used by teachers, so the language in the TEKS should reflect the language used in English language arts and reading classrooms. While it’s important that these standards be explainable to students and parents, the TEKS themselves are specific to instruction. Therefore, it's appropriate for correct academic terminology to be used.

Forum Issue: Forum participants were split over the use of examples, either in parentheses or as “such as” and “including” statements. Some participants thought that examples were helpful (as in “recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound [e.g., baby boy bounces the ball]”). Other participants felt that lists following “such as” and “including” sometimes inadvertently limit the full range of what should be taught because some teachers misinterpret the examples as representing an absolute list.

Revised Draft: Alliteration “such as” is present. Some “such as” statements have been removed. In grade 5, 1Bv now says, “Investigate word relationships such as antonyms, synonyms and analogies.” In the first draft it said, “(v) producing analogies with known antonyms and synonyms, such as bumpy:even as hilly:flat or alert:tired as awake:asleep;” However, there are many such as and including statements that are problematic, like these, which are only a very small number of examples:

- **Examples that are now absolutes:** In the revised first grade TEK 7Dv, there is an example of what happens when *e.g.* is read. 7Dv in the revised version says, “Use adverbs to convey time.” The current TEK says, 20Aiv adverbs (e.g., time: before, next). *E.g.*, exempli gratia, is supposed to be an example. The revised TEK lists time as the only type of adverb to learn. It is no longer an example. It is one very narrow skill to learn. This is what happens when *e.g.* or *such as* is interpreted. Teachers and writing teams interpret some as absolutes.
Examples that are developmentally inappropriate: Kindergarten removed the parentheses, but kept the use of examples. In fact, some examples from the current TEKS have now been changed to “including,” as opposed to examples. K1Di now says “decoding, including VC, CVC, CCVC, and CVCC words and encode VC, CVC words in isolation and context.”

- The concepts are from the Letter-Name Alphabetic Stage of Reading and Spelling (K-2) and are developmental within that stage (Bear, Invernizzi, Templeton, and Johnston, 2012, p. 156-161).

- Including and such as statements that attempt to show progression of skill development across the strand: In Strand 7, all grades now have consistency on the types of writing to be done in G-J. However, the grade bands attempted to use such as and including statements to show the progression of skills rather than to think deeply about how the writing of a text must change and grow as the writer grows.

 Examples that are too specific and limiting: In Grade 3-, there are references to folktales (5C, D). These were not referenced in K-2. Why pick out one specific mode of fantasy in reference to fiction. There are many forms of fantasy and many genres of fiction.

Note this was not including in the descriptive calculations: Forum participants overwhelmingly supported the need for an easily accessible glossary (perhaps by grade band: K–2, 3–5, 6–8, 9–12) that could be used by teachers, parents, and the general public to clarify the meaning of the language and academic terminology used in the student expectations.

  - Consideration must be given for when including statements are necessary and consistency must be followed. For example, 1Fv does not have an example of isolation, but blending and segmenting do in 1Fvi and vii. Since these are just examples and not including statements, these would best be defined in the glossary that is easily accessible. They are not necessary in the body of the TEKS. In grade 1, 1G i-vi and i-x are wrought with examples that could be moved to the glossary. These make the document cumbersome and contain information that teachers should already know.

Feedback from Participants on Issues Specifically Related to Kindergarten, Grade 1, and Grade 2 TEKS (21 Issues)

- Forum Issue: In strand 1, there was broad support for placing the romanettes under the SEs in a logical, developmental, scope-and-sequence order: i.e., romanette (i) being what is most basic to teach and the last romanette being what is most difficult or complex to teach. Rationale from participants: this would help teachers develop a more holistic view of an SE in that it would be easier to see the developmental learning continuum.

  - Revised Draft: This is an issue that still exists. For example, in Kindergarten 1Fviii (the last romanette in Strand 1) is related to syllabication, which is a phonological awareness skill. It comes after isolation, segmenting and blending of individual phonemes, which are phonemic awareness skills. Phonemic awareness tasks are more difficult tasks than phonological awareness.

- Forum Issue: Forum participants recognized the need for a consistent placement of romanettes from grade to grade; i.e., romanettes addressing the same skill under an
SE should be presented in the same order in adjacent grades so that the vertical alignment from one grade to the next is clear. For example, in the current draft, the skills in 1A(ii) in kindergarten are addressed in 1A(v) in 1st grade. The romanettes addressing these skills should match from kindergarten to 1st grade.

- Revisited Draft: 1Av from the first draft of first grade has been removed. Directionality is only taught in kindergarten. However, a review of Standard 1 for K & 1 show that this type of alignment is mostly in place.

Forum Issue: Forum participants pointed out that some romanettes within a grade are at odds with one another. For example, in kindergarten, 1A(ii) states that students demonstrate print awareness by "knowing that reading moves from top to bottom and left to right" but in first grade, students demonstrate print awareness by "reading texts by moving from top to bottom...." While participants saw the progression in complexity from “knowing” to “reading,” they also noted the problem with the wording used in kindergarten. The romanette indicates that students need only to know that reading moves from top to bottom. However, 1E(i) indicates that students read independently for sustained periods of time, but to read independently, they must be able to do more than know about directionality. They have to read from left to right. Therefore, 1A(ii) does not work with 1E(i) in the kindergarten TEKS.

- Revisited Draft: Know... is in K1Eiii, and K1A indicates independent reading. First grade has 1Fiii, which states, “Recognizing the distinguishing features of a sentence such as capitalization of first word and ending punctuation.” Yet, 7Cviii in first grade says, “Use capitalization for: the beginning of sentences, the pronoun "I", and names of people.” 7Cix in first grade says, “Use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.” If they have to use it in their writing, then they are beyond recognizing it when they see a book.

Forum Issue: Verbiage of SEs needs to be consistent. In kindergarten-grade 2, the term “informational text” is used to mean expository text (see SE 5D). Beginning in grade 3 the term “expository text” is used. (The Professional Organization also had concerns about the consistency and use of the terms expository and informational.)

- Revisited Draft: K5B says informational, and under it, C says argumentative and persuasive, and then D says informational again. K5E says expository. One set is about text structures. Another is about reading the type of texts.

Forum Issue: In all three grades, consideration should be given to deleting the phrase “search for” in SE 2D. Participants felt that the focus should be on making connections (what enables readers to understand what they are reading) rather than on searching for connections (which represents the process). Participants also suggested that a phrase be added to the end of this SE that provides teachers with a rationale for the importance of making connections.

- Revisited Draft: All now say “make connections.”

Some kindergarten SEs that participants identified as developmentally inappropriate:

- Forum Issue: In kindergarten, reconsideration is needed of the word “all” in 1A(viii), which represents a change to the current TEKS.

- Revisited Draft: This still says all and requests automaticity. It is now K1Evii. Reference DAP for letter learning: Clay (2013) indicates normed letter identification results for the fall of first grade are: knowing all letters is only the 99th percentile of students. Knowing 52/54 letters represents the 54th percentile.
of students (p. 190). For the emergent stage (PK-1) of reading and spelling, children do not need to know all letters and sounds in order to begin to read and write (Bear, Invernizzi, Templeton, and Johnston, 2012, p. 111). In addition, automaticity means rate. Many research-based assessments for letter identification are not timed. Fountas and Pinnell, 1998, Clay, 2013, Norman & Calfee, 2010, etc. Also, see K1C for the same issue in terms of accurately forming all uppercase letters.

- Forum Issue: Rewording/reconceptualization of 2(F) is needed. It is not within the developmental capability of most kindergarteners to “sort through information” to “distinguish what is most important.” As participants noted, determining importance is a complex process and not a priority in kindergarten.
  - Revised Draft: Now, it says prioritize information and determine importance, which is just a change of wording not concepts.

- Forum Issue: Rewording/reconceptualization of 2(H) is needed. For example, kindergarteners do not retell and summarize in a “logical” manner. Participants noted that summarizing is very complex and requires skills such as determining the importance of ideas, which are not appropriate or a priority in kindergarten. Paraphrasing and retelling are more age appropriate than actually summarizing and maintaining “logical order.” The goal at this age should be maintaining the general meaning of the text.
  - Revised Draft: K3 now says, “Retell with meaning and order.” Summarize does not appear to be present.

- Forum Issue: Rewording/reconceptualization of 2(G) and (I) and 3(E) and (G). Participants noted that inference and synthesis require more schema than kindergarteners generally have. However, participants believed that it would be appropriate to introduce and scaffold these skills by adding the term “with assistance” (as is done in 3A).
  - Revised Draft: 3A no longer says with assistance. 2G doesn’t have the scaffolding terminology either. 2I is now monitor. 2E is the inference item and doesn’t have the scaffolding terminology. 3E is now vocabulary. 3G does not exist. It seems that instead of adding scaffolding terms for these early readers and writers, they have all been removed, moving away from DAP rather than toward it.

- Forum Issue: Forum participants would like the committee to reconsider whether the issues listed in points 2, 3, and 4 of this list are also applicable to 1st and/or 2nd grade. They noted that some skills that were demonstrated with assistance in kindergarten may be demonstrated independently in first grade. However, in some cases the scaffolding needed in kindergarten may still be needed in 1st grade and, to some extent, in 2nd grade. Participants also noted that there’s not much scaffolding in the current draft of the
TEKS. They would like the committee to take a close look at strands 2, 3, 5, and 6 with regard to scaffolding.

- Revised Draft: Scaffolding terminology (with assistance) in kindergarten has been removed. In first grade, 8B says understand the research plan with teacher support. In third grade, 1E says “as appropriate.” In 4th grade, 3E says “as appropriate.” Scaffolding is important to teachers, especially for the younger grades.

- Forum Issue: In 4(B), reconsideration is needed of including the term “clearly using the conventions of language.” Participants noted that this requirement is developmentally inappropriate in kindergarten and is not specified in the 1st or 2nd grade TEKS.

- Revised Draft: 4B is now share ideas by speaking audibly and clearly. But, 1Gii is about speaking and says “the conventions of language.”

- Forum Issue: In 1st grade, 1B(i), “-ant” is used as one of the examples of a phonogram. However, this phonogram is not common. Consideration should be given to using a more common example, such as “-ink” (used in words such as blink, pink, think, rink, sink, wink).

- Revised Draft: This is now 1Gi: It combines phonograms with blends. It gives three examples of blends, and the phonogram example is missing. These types of such as examples are best found in a glossary. There are too many to just pick and choose a couple of examples.

- Forum Issue: In 1st grade, 1C(xv) introduces the idea of contractions. Participants would also like to introduce the idea of quotation marks. Their rationale is that first graders will see these often in the texts they are reading, so the introduction of quotation marks supports their early reading experiences.

- Revised Draft: In the side by side document, there are two different 1C’s. 1C i-xiii: “demonstrate and apply phonetic knowledge” (page 2). 1C: “use appropriate rate, accuracy, and prosody when reading grade level text” (page 3). 7ix (There is no letter mentioned in the side by side on page 7, but I think it is supposed to be 7Cix): this mentions using capitalization of the beginning of sentences and pronouns and punctuation at the end of three sentence types. 1Cxi indicates that they should encode and decode contractions. There is not reference to reading or writing with quotation marks.

- Forum Issue: Strand 4 (Collaboration) seems to be focused entirely on listening and speaking, except in grade 1, where there is an SE 4(E) requiring students to produce collaborative projects. The production of a collaborative project is not included anywhere else in the TEKS (K-English IV). Participants noted that the requirements for student learning with regard to reading and writing are unclear for this strand and wondered if the reading and writing requirements could be specified with regard to collaboration.

- Revised Draft: Grade 1 removed the production of a collaborative project in Strand 4. There are no projects in Strand 4. The strand does not directly address reading and writing. For example, in grade 8, C states, “engage in meaningful inquiry and dialogue and provide and accept constructive feedback. This could apply to peer review of one’s writing, to a discussion of a text which was read or is being read, to a presentation, etc.
Forum Issue: In kindergarten and grade 2 in strand 4, consideration should be given to changing “work productively in teams” to “work productively in groups” to deemphasize the idea of competition. This SE has been omitted in grade 1. Consideration should be given to adding it to strand 4.
  o Revised Draft: In grade 3, 4B refers to teams. K-2 for 4B now says with others, which aligns with grades 5-7; 9-12 4B. Grade 8 4B just says work productively.

Forum Issue: In grade 2, participants noted that an SE that addresses reading aloud (similar to 1E[i] in grade 1) is needed in order to continue to strengthen fluency.
  o Revised Draft: In grade 1, 1Ei is “decoding and encoding complex consonants…” It used to be about reading aloud for fluency. I cannot find any reference to reading aloud for fluency in Strand 1 for grades 1-2.

Forum Issue: In grade 2, clarification is needed in 2(B) on the meaning of the term “teaching the various structures” in the context of student learning.
  o Revised Draft: Grade 2, 2B now reads, “Generate questions about text before, during, and after reading to deepen understanding and gain information.” There is no reference to “teaching the various structures” in Strand 2. 5A says, “recognize characteristics and structures of literary text, and then there are 4 romanettes to describe it. 5B is informational text with romanettes to describe structures. 5C is “read, respond to and dictate or write poetry by attending to rhyme, rhythm, beat and similarities in words.”

Forum Issue: Participants would like the committee to reconsider whether SE 6(D) in grade 2 should be in strand 5 (Multiple Genres) rather than in strand 6.
  o Revised Draft: There is no 6D in grade 2. 6D used to be identify moral lessons as themes in well-known fables, legends, myths, or stories.

Forum Issue: Participants noted that the phrase “attending to” in strand 5 (SEs A, C, D, and E) is unclear in kindergarten-grade 2. They would like clarification of this phrase so that the cognitive demands required in these SEs are clear and can be interpreted similarly by teachers across the state.
  o Revised Draft: The words attending to are not used in 5A & 5B in the side by side draft. Words like recognize, identify, describe, use and discuss are now in place. The side by side draft for grade 2 has 5C on page 3, with 5D and 5E on page 5; for kindergarten 5C, 5D on pages 3-4 and 5E on page 5; for first grade 5D, 5E on page 5 and 5C on page 6 using the words “attending to.”

Forum Issue: Clarification is needed in 5A with regard to the term “narrative” in kindergarten-grade 2. Does this mean literary nonfiction (in reading) and personal narrative (in writing)?
  o Revised Draft: The word literary text is now used in each.

Forum Issue: Clarification is needed in 8C in grades 1 and 2 with regard to the terms “natural” and “personal” as they relate to sources.
  o Revised Draft: In the first grade side by side, 8C is identify possible sources and gather information. The words natural and personal are not present. It used to say gather evidence from sources (personal and natural). In grade 2, 8C says gather information from a variety of sources.

Feedback from Participants on Issues Specifically Related to Grades 3, 4, and 5 TEKS (20 Issues)

Forum Issue: In grade 3, consideration is needed for rewording of 2(H) to delete the requirement to summarize “across texts.” Participants noted that summarizing is very complex and requires skills such as determining the importance of ideas. While students may be able to apply summarization skills to a single text, participants noted that applying these skills across texts would not be developmentally appropriate for most 3rd graders.
Revised Draft: 2H is no longer about summarization. It says, “Establish purpose for reading assigned and self-selected texts.” 3C states, “Paraphrase texts in ways that maintain meaning and logical order.” Yet, 3C in grade 2 asks students to “summarize, paraphrase or retell within and across texts.” If participants felt that the information was taxing for third graders, then it stands that it would be for second graders as well.

Forum Issue: In Grade 3, both 5(C) and 5(D) address folktales. Clarification is needed with regard to how these SEs are different from one another.

Forum Issue: In grade 3, clarification is needed in 5(E) with regard to the term “narrative.” Does this mean literary nonfiction (in reading) and personal narrative (in writing)? Participants noted that clarification is needed with regard to what 3rd graders are expected to do with regard to reading and writing in this genre.

Forum Issue: In grade 4, SE 5(D) addresses media use for different purposes. Consideration should be given (for coherence reasons) to reordering this SE so that it is listed at the end of the strand rather than in the middle of SEs addressing literary texts.

Forum Issue: In grade 4, SE 5(F) needs reworded (“read, respond to, and compose personal experiences”). Some participants commented that the term “personal experiences” doesn’t fit with the verbs in the SE.

Forum Issue: In grade 4, SE 5(H(v)) addresses writing brief expository compositions. This SE states that students “establish a central idea in a topic sentence.” This phrasing represents a misconception in that a topic sentence is the central idea of a paragraph, not a composition. In grade 3, the term “controlling idea” is used, and the language describing the SE is clearer. Consideration should be given to revising the SE in grade 4 to be more in line with grade 3.

Forum Issue: In grade 4, SE 5(K) addresses reading and responding to drama. Consideration should be given (for coherence reasons) to reordering this SE so that it is listed with other SEs addressing literary texts.

Forum Issue: In grade 4, a review of SE 6(D) is needed. It is much less specific than the corresponding SE (6D) in grade 3 and appears to be missing language.

Forum Issue: 1B(viii) in grade 4 (using spelling patterns and rules to spell correctly) is missing from grade 5. Some participants wondered whether this omission was purposeful or whether this romanette should be added to grade 5.
Revised Draft: In Grade 5 Ei-v, there is not romanette for “using spelling patterns and rules to spell correctly.”

Forum Issue: In grade 5, romanette 5A(i) requires students to explain “how each incident gives rise to or foreshadows future events.” Participants commented that it is not necessary to explain every incident, as some are small and relatively unimportant. They favored changing “each incident” to “important or major incidents.”

Revised Draft: The first draft of Grade 5 5Ai says, “describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.” Now, it says, “analyzing and summarizing the elements of plot development including rising action, climax, falling action, and resolution including non-linear elements such as flashback.” This was not changed as suggested. The intent of the first version seemed to be for students to identify major incidents that foreshadowed events. Now, this SE is about summarizing and analyzing literary elements. They are very different tasks. There is now no mention of students reading to infer future events based on foreshadowing.

Forum Issue: In grade 5, participants noted that romanette 5G(i) does not seem developmentally appropriate. Most 5th graders will not be able to identify the relationships listed (parallelism, comparison, causality), especially in the context of persuasive texts. Consideration should be given to reconceptualizing/rewording this romanette.

Revised Draft: This wording is the same in the revised draft.

Forum Issue: Consideration should be given to introducing pronoun-antecedent agreement in grade 4 or grade 5 under SE 7(F). The rationale is that an understanding of pronoun-antecedent agreement is important for clarity in writing, so the introduction of this skill would support students’ ability to write clearly.

Revised Draft: 7F in Grade 4 is about craft and purpose. 7D in Grade 4 is about grammar and usage. The skill is not listed in Grade 4. 7D is about grammar and usage in Grade 5 as well. The skill is not listed in Grade 5.

Forum Issue: In grade 5, a review of SE 7(I) is needed. The comma use example is exactly the same as grade 4 and seems very narrow for 5th grade. Consideration should be given to include additional examples of comma use. For example, since students are required to write complex sentences in 5th grade (SE 7[G]), should comma use in complex sentences be introduced?

Revised Draft: This is introduced in Grade 4 and continued to Grades 5-6.

Forum Issue: 8(D) is formatted differently in grade 5 than in grade 4. In grade 5, skills are listed separately using romanettes, while in grade 4, skills are listed together in the SE proper. Consideration should be given to applying consistent formatting from grade 4 to grade 5.

Revised Draft: Now, they both read “analyze and organize collected information from a variety of sources.”

Forum Issue: A review of the way in which skills are organized within a strand is needed. For example, in grade 5, monitoring accuracy and prosody and writing legibly are romanettes under 1(C), foundational language skills. However, in grade 4 these skills are listed under strand 1 as separate from foundational language skills (1D and 1E). Many participants commented that corresponding SEs from grade to grade should be organized similarly for consistency. Should the organization of grade 4 be applied to grade 5 or vice versa? Consistent placement and organization of SEs and romanettes supports the student learning continuum by making it easier for teachers to track a skill back to the preceding grade and forward to the next grade.
Revised Draft: There are no romanettes under 1C in Grade 5 anymore. 1C in both Grades 4 and 5 says, “Use appropriate rate, accuracy, and prosody when reading grade-level text.”

Forum Issue: In all three grades, consideration should be given to deleting the phrase “search for” in SE 2D. Participants felt that the focus should be on making connections (what enables readers to understand what they are reading) rather than on searching for connections (which represents the process). Participants also suggested that a phrase be added to the end of this SE that provides teachers with a rationale for the importance of making connections.

Revised Draft: This has been changed to “make connections to personal experiences, ideas in other texts, and the larger community to activate prior knowledge.”

Forum Issue: In all three grades, participants felt that 3(I) (“explain how texts evoke personal responses”) might be too vague to provide necessary direction to teachers. Consideration should be given to rewriting the SE more specifically.

Revised Draft: 3I has been removed for Grades 3-5. 3A used to be about predictions but is now about personal response. It reads as such, “Describe the emotional impact of and personal connections to a variety of sources including self-selected texts.”

Forum Issue: In strand 5 in all three grades, composing fiction, poetry, literary nonfiction, expository, and persuasive writing are mentioned in SEs A, D, E, F, and G, but the descriptions of these SEs seem clearly focused on reading, not writing. As detailed in beginning of this section, should the purposes for writing be moved to strand 7?

Revised Draft: Romanettes have been added to a few of the student expectations for strand 5. This may add clarification and a better focus about expectations for writing as well. While much of strand 7 addresses the writing process, 7 G, H, I and J are specifically related to composing specific pieces including literary texts, informational texts, argumentative texts, and correspondence-type texts.

Forum Issue: Participants would like the verb “constructing” to be used in the SE or romanette that addresses correct sentence structure in strand 7 (e.g., 7F[viii] in grade 4). The rationale is that “constructing” emphasizes the active process of building good quality sentences in the context of real writing (not simply correcting during the editing process). In addition, consideration should be given to consistent placement of this skill in strand 7. In grades 3 and 5, it’s addressed in an SE; in grade 4, it’s addressed in a romanette under the conventions SE.

Revised Draft: 7Fiv in Grades 3-12 now uses the word constructing.

Forum Issue: Clarification of the term “on-site inspections” in 8(B) as it relates to sources is needed in all three grades. Participants indicated that they did not know what this term meant.

Revised Draft: 8B now says “follow the research plan with teacher support.” 8C says “analyze and organize collected information from a variety of sources” for Grades 4-5. Grade 3 says “gather and categorize information from a variety of sources.” The “on-site inspections” reference has been removed.

Feedback from Participants on Issues Specifically Related to Grades 6, 7, and 8 TEKS (17 Issues)

Forum Issue: In grade 6, strand 5 (Multiple Genres) is misaligned to this strand in the elementary grades and, to some extent, to this strand in grades 7 and 8. Unlike earlier grades, no genres are listed or specified in grade 6 except “fiction” in 5(B)
and “argument” in 5(D). In addition, strand 5 in grade 6 is much less detailed than this strand in grades 7 and 8 (e.g., six SEs in grade 6 as opposed to fourteen in grade 7). A review of strand 5 is needed in grade 6 to address two questions. Should the genres that form the basis for instruction be specifically addressed in the SEs? Should SEs be added to this strand to provide greater specificity and direction (as the SEs do in this strand in the elementary grades and in grades 7 and 8)?

- **Revised Draft:** Because Strand 5 is still incomplete, it is difficult to assess progress toward balance and specificity. Although, you can see that some alignment is now present, especially in the area of terms used for genres. This alignment almost matches 9-12 as well. Elementary grades are still more specific than middle grades. Grade 6, Strand 5 now references literary text (5A), informational text (5B), argumentative or persuasive (5C). Grade 7, Strand 5 now references literary text (5A), Drama (5C), informational text (5B), persuasive or argument (5C), and there are a few other things about multi-dimensional instructions, stories, graphics, etc. Grade 8, Strand 5 now references literary text (5A), plays (5C), speeches (5F), informational text (5B), and there are a few others about factual claims, organizational patterns, extraneous information, etc.

- **Forum Issues:** In grade 6, clarification is needed in 5(B) with regard to the verb “summarize” in the context of the specific elements of fiction listed in the SE. Participants noted that the focus is on identifying and analyzing these elements of fiction, not on summarizing them.
  
  - **Revised Draft:** Somewhat resolved: 5(B) has been struck, and is now addressed inadequately through 5(A) (i), which says, “Analyzing and summarizing the relationship between of (sic) nonlinear plot development including the use of foreshadowing to address the plot.”

- **Forum Issue:** In grade 6, consideration should be given to changing the term “topic sentence” in 8(E) to “controlling idea.”
  
  - **Revised Draft:** 8 E used to read: “(E) develop a topic sentence, summarize findings, and use evidence such as quotations to support conclusions.” 8E now says, “Demonstrate understanding using appropriate mode of delivery.” Strand 8 now makes no mention of topic sentence or controlling idea. No mention of topic sentence or controlling idea was found in Grade 6. 5 C&E mention main ideas. 5Ci mentions thesis.

- **Forum Issue:** In grade 7, 5(F) currently requires students to “read, respond to, and write stories”; however, 7(F) also addresses writing stories both in grade 6 and grade 7. Consideration should be given to deleting the “write” requirement from 5(F) in grade 7. As part of the forum discussion of 5(F), participants raised the issue of whether writing stories should be part of the middle school TEKS at all, since this purpose for writing is thoroughly covered in the elementary grades, and many other purposes for writing need to be covered in middle school (e.g., personal narrative, expository [including summary and analysis of literature], and persuasive).
  
  - **Revised Draft:** 7 F said, “(F) write a story that includes an engaging plot and well-developed characters with purposeful use of literary devices, including dialogue that develops the story.” 5F said, “(F) read, respond to, and write stories with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies attending to development of plot and setting.” 7F now says, “use the elements of craft
to advance the writer’s purpose when composing…” 5F is still the same as previously written.

Forum Issue: In grade 7, 5(K) requires students to “analyze the structure of the central argument in contemporary policy speeches…” Participants felt strongly that it is not developmentally appropriate for 7th grade students to analyze the central argument of contemporary policy speeches because the analysis would require a prior knowledge of policy issues. Participants suggested changing “contemporary policy issues” to “contemporary issues” to make the SE more age appropriate.

- Revised Draft: 5K said, “Analyze the structure of the central argument in contemporary policy speeches such as argument by cause and effect, analogy, and authority and identify the different types of evidence used to support the argument.” This has not been resolved. The wording is the same.

Forum Issue: In grade 7, strand 7 is organized somewhat differently than strand 7 in grade 6 (and to some degree in grade 8). In grade 7, the romanettes under 7(0) are listed as separate SEs in grade 6. Participants noted that consistent organization is needed to make the TEKS more usable at a campus level. Therefore, consideration should be given to reorganizing the strand 7 SEs in grade 7 to strengthen the consistency from grade 6 to 7 to 8.

- Revised Draft: This is now 7D, which says, “edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation.” The SE is the same for all. The individual skills are now listed as romanettes at all grade levels. Romanettes: i, ii, v/iv, vi, viii/xi, ix/xii/x, vii/x/vii represent similar skills at each grade level. The romanettes are not consistent. There are some skill breaks, however. Romanette vii is “use prepositions and prepositional phrases and their influence on subject verb agreement.” There is no mention of prepositional phrases in Grades 6 or 8.

Forum Issue: In grades 7 and 8, 7(G) addresses writing poetry, and idioms and hyperbole are listed in the SE as figurative language examples. Consideration should be given to listing examples that reflect more common figurative expressions used in poetry.

- Revised Draft: 7(G) for all three middle grades now says, “Compose literary texts using genre characteristics and author’s craft including personal narratives, fiction and poetry” with no specifics given.

Forum Issue: In all three grades, consideration should be given to adding the descriptors “print and digital” to 1A(iii), which addresses using word references. Adding these descriptors would match the wording of this SE in grades 4 and 5, thereby strengthening the alignment between elementary and middle school.

- Revised Draft: This is now B(i) and says, “Print, digital, and web-based” and is aligned for all grade levels, K-12.

Forum Issue: In all three grades, consideration should be given to deleting the phrase “search for” in SE 2D. Participants felt that the focus should be on making connections (what enables readers to understand what they are reading) rather than on searching for connections (which represents the process). Participants also suggested that a phrase be added to the end of this SE that provides teachers with a rationale for the importance of making connections.

- Revised Draft: In all grades, K-12, search for has been deleted and make has been inserted.
Forum Issue: A review of strand 3 is needed for all three grades. As noted under vertical alignment (see issue two), this strand seems to require less of students in middle school than it does in grades 4 and 5. In addition, all three SEs are problematic. Participants felt that 3(A) (“explain how texts evoke personal response”) as well as 3(B) (“respond to texts”) might be too vague to provide necessary direction to teachers. Consideration should be given to rewriting these two SEs more specifically.

- **Revised Draft:** 3(A) now reads “describe the emotional impact of and personal connections to a variety of sources including self-selected texts.” This is consistent for 3-12. 3(B) now reads “interpret ideas from a variety of sources and provide relevant text evidence” for 6-7. Grade 8, 3B now reads “discuss and defend or challenge insights gained from a variety of sources using accurate and relevant text evidence.” Participants also felt strongly that “text coding” should be deleted from 3C. 3C for grades 6-7 now says, “Discuss and write about the implicit and explicit meanings of texts. 3C for Grade 8 says, “Express and write about the implicit and explicit meanings of text.” They noted that including this as an example of a strategy encourages teachers to focus on the exact coding requirements, placing the importance on the strategy itself instead of on what it is intended to help students be able to do (deepen their understanding of the texts they read).

Forum Issue: A review of 4(A) and 4(B) is needed in middle school. Participants pointed out that these two SEs seem to focus more on presentations in an evaluative sense than in a collaborative sense.

- **Revised Draft:** The wording has been changed. 4A in Grade 6 used to say, “A) interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective;” Grade 7 used to say, “(A) interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;” Grade 8 used to say, “(A) interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims.” 4A in Grade 6 now says, “listen actively to interpret verbal and nonverbal messages and ask clarifying questions.” 4A in Grade 7 now says, “listen actively to interpret by asking clarifying questions that build on other’s ideas.” Grade 8 now says, “listen actively to interpret a speaker’s message by summarizing, asking questions, and making comments when appropriate.”

Forum Issue: Strand 4 (Collaboration) seems to be focused entirely on listening and speaking, except in grade 1, where there is an SE [4(E)] requiring students to produce collaborative projects. The production of a collaborative project is not included anywhere else in the TEKS (K-English IV). Participants noted that the requirements for student learning with regard to reading and writing are unclear for this strand in the draft and wondered if the reading and writing requirements could be specified with regard to collaboration.

- **Revised Draft:** Grade 1 removed the production of a collaborative project in Strand 4. There are no projects in Strand 4. The strand does not directly address reading and writing. For example, in grade 8, C states, “engage in meaningful inquiry and dialogue and provide and accept constructive feedback.” This could apply to peer review of one’s writing, to a discussion of a text which was read or is being read, to a presentation, etc.
Forum Issue: There is no SE addressing poetry in strand 5. Participants stated that poetry should be added if it is a genre we expect students to read in middle school.
  - Revised Draft: Poetry is found in Strand 7 in Grades 6-8.

Forum Issue: A review of the verbs listed in strands 5 and 6 is needed to make sure they are being consistently used to describe what students are expected to do with texts from elementary to middle school to high school. Participants noted that teachers need a shared understanding of the difference in meaning and cognitive complexity of verbs such as interpret, analyze, and evaluate.
  - Revised Draft: A review of Strand 6 shows consistent use of vocabulary. For example, 6C says interpret for all three grades.

Forum Issue: Strand 6 (Author’s Purpose and Craft) in grades 6, 7, and 8 seems less specific and complete than strand 6 in grades 4 and 5.
  - Revised Draft: Largely resolved, though grades 7 and 8 still have the general “objective and subjective point of view” rather than “third person, third person omniscient, third person limited.” Some SEs don’t seem to directly address author’s purpose or craft (e.g., in grade 8, 6A and 6D), and some SEs merely repeat SEs under strand 5 (e.g., in grade 7, 6D repeats 5D and 6E repeats 5E). Resolved. In addition, some SEs are written so generally that teachers would likely interpret them in different ways (e.g., in grade 6 the meaning of the term “various techniques” in 6G). Resolved, this now reads “identify and analyze the use of rhetorical devices.” Participants noted that a greater number of SEs are needed to address the ways in which authors’ choices influence meaning within a text. The majority of participants stated that the SEs in this strand should be revised to provide teachers with a better road map of what students should be learning in middle school with regard to author’s purpose and craft (especially craft). This last piece is not resolved and still inadequate. There are actually few student expectations now.

Forum Issue: An issue was raised on the forum site in the middle school grades related to the inconsistent use of academic vocabulary, specifically with regard to expository writing and the use of central idea, controlling idea, and thesis statement. There was broad support for using the same academic term in the TEKS for all grades. The rationale is that it is illogical to call the same concept different terms at different grade levels. One participant made the comment that “having different terms makes it very confusing for both teachers and students. There are actually teachers out there that think a controlling idea is different from a thesis statement.” Consideration of this issue is needed.
  - Revised Draft: No mention of topic sentence or controlling idea was found in Grades 6, 7 and 8, whereas it used to be found in Strand 8. In grade 6, 5 C&E mention main ideas. In grade 7, 5Bii, mentions main idea. In grade 8, 5G mentions main idea. In grade 6, 7, and 8 5Ci mentions thesis.

Forum Issue: An issue was raised on the forum site in the middle school grades with regard to the increased emphasis on the interaction between schema and text. Participants who teach in low socioeconomic communities were particularly concerned about the assumptions being made about each student and their level of schema. Many of the comments were similar to the following: “I am wondering about how the limited experiences of my students might impact their own schemas and, as a result, their ability to interact with these texts in a way that now seems to be expected of every child.”
  - This is not adequately addressed. Consideration of this issue is needed, and it is needed at all grade levels.
Feedback from Participants on Issues Specifically Related to the English I, II, III, and IV TEKS (23 Issues)

Forum Issue: Across English I-V, the term “apply word study” is used in 1(A). Participants felt this term was too general/ambiguous to provide teachers with any meaningful direction. One participant noted that this SE is based on the CCRS standard “Identify new words and concepts acquired through study of their relationships to other words and concepts.” Several participants wondered whether this SE could be rephrased to be closer to the CCRS standard. A review of the wording is needed.

Revised Draft: 1A now says, “Self-select text and read independently for a sustained period of time.” 1A used to say “(A) apply word study to increase vocabulary and learn new words and concepts, including academic and other content area vocabulary.” 1B is now develop vocabulary to... with 3 Romanettes that indicate different applications for vocabulary use and learning.

Forum Issue: Across English I-IV, consideration should be given to deleting the phrase “search for” in SE 2E. Participants felt that the focus should be on making connections (what enables readers to understand what they are reading) rather than on searching for connections (which represents the process). Participants also suggested that a phrase be added to the end of this SE that provides teachers with a rationale for the importance of making connections.

Revised Draft: 2E now says, “Make inferences and use evidence to support understanding.” 2E used to say “(E) search connections to personal experiences, ideas in other texts, and to the larger community.” 2D now says, “Make connections to personal experiences, ideas or other texts, and to the larger community to activate prior knowledge.”

Forum Issue: Across English I-IV, a review of the term “validate collaborations” is needed in strand 4 (Collaboration). Participants understood and appreciated the idea of making the process of collaborating more positive, but they also noted that validation is not measurable and that there’s no way to require students to appreciate the collaboration process. Participants noted that any validation that occurs should be a natural by-product of a high-quality collaboration rather than a TEKS requirement.

Revised Draft: 4D used to say “(D) analyze, evaluate, and validate collaborations.” 4D now says, “Analyze and evaluate collaborative interactions.”

Forum Issue: Strand 4 (Collaboration) seems to be focused entirely on listening and speaking, except in grade 1, where there is an SE [4(E)] requiring students to produce collaborative projects. The production of a collaborative project is not included anywhere else in the TEKS (K-English IV). Participants noted that the requirements for student learning with regard to reading and writing are unclear for this strand and wondered if the reading and writing requirements could be specified with regard to collaboration.

Revised Draft: Grade 1 removed the production of a collaborative project in Strand 4. There are no projects in Strand 4. The strand does not directly address reading and writing. For example, in grade 9-12, C states, “Contribute
relevant information and provide and receive constructive feedback by posing and answering questions and conveying viewpoints.” This could apply to peer review of one’s writing, to a discussion of a text which was read or is being read, to a presentation, etc.

Forum Issue: Across English I–IV, strand 5 (Multiple Genres) is misaligned to this strand in the elementary grades and, to some extent, in grades 7 and 8. Unlike earlier grades, the reference to genres seems to be focused on genre strands, especially for literary reading. As currently written, the literary genres—fiction, literary nonfiction, poetry, and drama—are not specified at all. Forum participants were split on the issue of whether genres should be specified. Some liked the fact that no genres are listed or specified. Their rationale was that multiple genres can support the topics, ideas, and understandings that are relevant and important to a specific group of students and that prescribing specific genres may interrupt teachers’ ability to connect meaningfully in what they professionally know is going to work best for their student demographics. On the other hand, some participants felt that including specific genres in the TEKS is a good guideline for teachers who are new to the profession and have little support from master teachers or central office staff. Others supported the inclusion of genres because they were afraid that Texas would be where it was 10–15 years ago, with teachers focusing primarily on literary texts and selecting only a smattering of expository texts. Still others represented a third point of view: that listing genres is not a limitation but a starting point. They noted that teachers can and should go beyond the genres listed, but that they should at least do what’s specified. A review of this issue is needed.

Comments About Revised Draft: It is clear that the writing teams are divided as well. 9-12 is broad and K-5 is too specific. A balance may be needed. Note: I did not analyze this as addressed versus not addressed because it is not just a job for English I-IV if there is a true split on how this should be. Why should English change? It must be a compromise.

Forum Issue: Across English I–4, 5(B) requires students to analyze literary and expository genres to craft authentic writing. Clarification is needed of whether the expository genre is meant to include writing such as argumentative essays, personal essays, and rhetorical analyses.

Revised Draft: 5B previously read “analyze text from literary and expository genres as models to craft authentic writing.” 5B now reads “analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary.” This is much more specific and narrows to informational texts. 5B now addresses argument separately.

Forum Issue: Across English I–4, clarification of “multi-genre composition” (7G in English I, 7F in English II–IV) is needed. Many participants were confused as to what this term means. Questions asked in the forum included the following: Is this SE focused on multimodal texts? Does it require multiple types of writing within one composition? Does it have a multimedia aspect? Is it referring to a multi-genre research project (rather than a composition)? Participants noted that this SE is confusing because the vocabulary used in the SE is not familiar to teachers. A review of the language is needed to clarify the intent of the SE.

Revised Draft: 7G across 9-12 now says, “Compose literary texts using genre characteristics and author’s craft such as personal narratives, fiction and poetry.”

Forum Issue: Across English I–IV, a review of the types of writing specified in strand 7 is needed. In English I, expository but not argumentative essays are specified, and in English II, it’s the opposite. In neither course is analytical writing required.
In English III and IV, neither expository nor argumentative essays are required. In English IV, some participants questioned the importance of writing poetry and suggested that this SE be deleted from the TEKS. Overall, participants were split over whether types of writing should be specified. While many liked the fact that this draft was less prescriptive about the types of writing teachers were required to teach, there were definitely participants who had fears about moving in this direction. A comment made in English I captures this issue: “Not prescribing certain essays will allow too many teachers to say that they don’t have to teach them. In my current school, it’s difficult enough to get some teachers to go beyond the expository essay that they know will be assessed. In my former district, we fought this attitude by being able to point to the TEKS and say that certain types of writing needed to be done. Without that, I feel it will be that much more difficult to get teachers to go beyond what is tested.”

- Revised Draft: For English I and II, it looks like this-English I: G literary texts, F informational texts, J correspondence, K analytical texts, and I argumentative texts; English II: G literary texts, H informational texts, J correspondence, K analytical texts, and I argumentative texts. Both English I and II are the same, and both now include analytical writing and argumentative essays. The word expository has been removed. For English III and IV, it looks like this-English III: G literary texts, H informational, J correspondence, K analytical, and I argumentative. English IV: G literary texts, H informative, J correspondence, K analytical, and I argumentative. English III and IV are the same as I and II. Argument essays are required in all. There is no poetry.

- Forum Issue: In English III and IV, consideration should be given to adding the effective use of absolute, gerund, infinitive, and participial phrases.
  - Revised Draft: In English III and IV, 7Dii says, “Commas to set off absolute, gerund, infinitive, and participle phrases.”

- Forum Issue: Across English I–IV, consideration should be given to adding the phrase “and an appropriate tone” to 7L (in English I) and 7N (in English II–IV) after the word “voice.”
  - Revised Draft: 7Fv in English I-IV indicate using author’s craft to develop voice.

- Forum Issue: Across English I–IV in 7(M) (English I and II), 7(N) (English III), and 7(O) (English IV), consideration should be given to changing the romanette “pronoun-agreement” to “pronoun-antecedent agreement.”
  - Revised Draft: 7 Dix in English I-IV use the word pronoun-agreement.

- Forum Issue: Across English II–IV in 7(M) (English II), 7(N) (English III), and 7(O) (English IV), review of the terminology “loose,” “periodic,” and “inversion” is needed. Participants pointed out that AP students need to learn these terms because they are specifically used on the AP exam; however, general education English students use the more common term “complex sentence.” Participants asked why it was necessary to use new and different terminology to represent a concept students have already learned by another name. They requested that familiar/common terminology be maintained unless it has been used incorrectly.
  - Revised Draft: English I-IV indicate sentence-combining techniques, effectively avoiding problematic splices, and sentence fragments.

- Forum Issue: The SEs in strand 8 (Inquiry and Research) in English II are identical to the SEs in strand 8 in English I. The SEs in English III and IV are also identical.
Review is needed to confirm that there are no distinctions between English I and II or English III and IV with regard to this strand.

- **Revised Draft:** C & D remain the same across the strand. E is different for English I. A & B show a progression from English I-IV.

- **Forum Issue:** In English III and IV, 8(C) requires students to present an “argumentative publication.” Participants interpreted this to mean that the research goal must be argumentative. Although the knowledge and skill statement says that students engage in inquiry processes “for self-selected and assigned purposes” (which seems to leave the research purpose open), specifying “argumentative presentation” in the SE is a de facto limitation on the type of research that students can do. In addition, argumentative writing is currently not included in strand 7. There was broad support for removing this presentation mode from 8(C).

- **Revised Draft:** There are no argumentative publications in 8C.