A Final Report: Key Recommendations from the Texas Council of Teachers of English Language Arts (TCTELA) TEKS Forum 2.0

Created for the State Board of Education (SBOE) and the Texas Education Agency (TEA)

TCTELA TEKS Forum History

TCTELA TEKS Forum 1.0
In fall 2015, the TCTELA approved measures to fund and manage a forum in which Texas literacy teachers and professionals would have a place to voice their opinions about the ELAR/SRAR TEKS revisions (http://www.tctela.org/about-community). Invitations to join the forum were sent through the TCTELA member database and were also sent to other literacy and professional organizations across the state in the hope that they would share the information about the forum with their members. The TCTELA TEKS Forum opened to the public at the beginning of January 2016. Users were able to create an account, access links to the ELAR/SRAR revised drafts, and make comments to threads related to ELAR/SRAR TEKS strands, grade bands, and general issues. The thread conversations were moderated by Victoria Young, former Director of Reading, Writing, and Social Studies Assessments for the Texas Education Agency; Dr. Judith Márquez, Professor of Bilingual Education and English as a Second Language and chair of the Counseling, Special Education & Diversity Department at the University of Houston-Clear Lake; and Dr. Laurie Weaver, Professor of Bilingual and Multicultural Studies at the University of Houston-Clear Lake. A report from the first TCTELA TEKS Forum was shared with the SBOE in written form and through testimony in January and February 2016. A follow-up report that compared the initial report to the second draft of the ELAR TEKS was shared in writing and through testimony in April 2016.

TCTELA TEKS Forum 2.0
In May 2016, the SBOE Chair requested that TCTELA host a second forum where comments could be posted regarding the third draft of the ELAR TEKS. TCTELA approved funding for the TCTELA TEKS Forum 2.0 in June 2016. Victoria Young revised forum questions based on the latest draft of the ELAR TEKS, and TCTELA leadership requested forum participation by sending invitations via email, phone, social media, the TCTELA newsletter, etc. to literacy teachers and leaders across the state. The TCTELA TEKS Forum 2.0 opened for public comment in July 2016. The forum will remain open until mid-September. This report shares preliminary results of participant responses regarding the latest draft of the ELAR TEKS Forum.
Demographic Information

Forum 2.0 users were asked to update their demographic data based on the 2016-2017 school year information. All demographic numbers are reported based on data as of Sunday, September 11, 2016. All percentages have been rounded to the nearest whole number. Note: One user may represent a group of people working together to submit one agreed-upon set of comments. For example, some literacy professionals reported hosting focus groups where comments were gathered and then posted by one person back to the forum. Other literary professionals reported that their posting represented a grade-band group, campus, or district. For this reason, the number of users who accessed the TCTELA TEKS Forum 2.0 from July-September 2016 do not necessarily represent the actual number of participants who contributed to forum discussions. In fact, the quantitative data linked to comments posted on the forum cannot precisely be determined, since the actual number of participants cannot be accurately calculated from the number of registered users. As of September 11, 2016, the TCTELA TEKS Forum 2.0 had 472 registered users.

These users reported the following data regarding their work in public school settings and in English language arts and reading education for the 2016-2017 school year:

- 64% (300) are teachers, and 26% (125) are administrators.
- 87% (412) work in public school settings.
- 81% (382) primarily teach ELA or reading.
- 64% (304) have 11 or more years of experience teaching ELAR.
- 64% (301) are solely responsible for or work in teams for lesson planning.

It is clear that the vast majority of users of the TCTELA TEKS Forum 2.0 are those who represent the groups that have the highest vested interest in the ELAR TEKS revisions. The users are ELAR teachers and administrators who work in our public school settings. They are also experienced in the field of teaching ELAR and are primarily responsible for daily lesson planning.

The 472 user data also indicated the following:

- 25% (118) teach early childhood (EC)–grade 5, and 50% (236) teach grades 6–12.
- 95% of the ESC regions are represented (no users from Region 9).
- 49% (229) are from ESC Regions 4, 7, 10, 11, 13, and 20.

All grade levels are represented by the users (with at least one user). A larger number of users teach in the middle and secondary settings than in the elementary setting. For this reason, the voices and perspectives of middle and secondary ELAR educators may be more broadly represented than those of elementary ELAR educators. All but one of the ESC’s are represented by the users; however, approximately half are from only six of the 20 ESC’s. This is a logical distribution, as the Houston and DFW ESC’s represent slightly more than 2.5 million children in Texas, which is 49% of the total number of children in Texas public schools (TEA, 2014).

One final note about the 472 user data is that only 24% (113) reported involvement with TCTELA as a professional organization. This is important to note, as this is a forum hosted by the TCTELA. Users also associate themselves with organizations such as Coalition of Reading and English Supervisors of Texas (CREST), International Literacy Association (ILA), National Council of Teachers of English (NCTE), Texas Association for Bilingual Educators (TABE), Texas Association for School Administrators (TASA), and others.
Summary:
While the number of users for the 2.0 version of the TCTELA TEKS Forum is smaller than the first version, it is clear from the data that the 472 users represent the professional literacy population most affected by the ELAR TEKS revisions and that these educators are experienced in their field. The users represent all grade levels and a variety of professional organizations.

Key Recommendations of the TCTELA TEKS Forum 2.0 Discussion Threads

Feedback on Issues That Relate to TEKS at Multiple Levels (Elementary, Middle School, and High School)

Strand 1 This strand is particularly problematic with regard to the consistent placement of student expectations. For example, the student expectations under this strand at grade 5 are listed in a different order than for this strand in K–4. Consideration should be given to making the placement of student expectations under each strand consistent from grade to grade and course to course to make vertical alignment visible to the greatest extent possible.

2 (KS statement) in all grades/courses Consideration should be given to revising the knowledge and skills statement to capture the idea that this strand is based not only on students’ growth in ability to make connections and to understand the subtlety, nuances, and depth of ideas but also on the increased complexity of texts. As currently written, text complexity appears only in the introduction to the TEKS. Adding text complexity to the KS statement for strand 2 in each grade and course would make its importance more obvious to teachers. One potential revision: “Students use metacognitive skills to develop and deepen their comprehension of increasingly complex texts.”

3A in all grades/courses The words “personal” and “emotional” seem to overlap (an emotional connection is one type of personal connection). Consideration should be given to revising this student expectation to read “describe personal connections to a variety of sources.”

7G, 7H, 7l in grades 3–8 and English I–IV The wording of these student expectations is problematic: students use genre characteristics to craft a literary, informational, or persuasive/argumentative text that is well crafted, but they don’t actually use craft. When a writer crafts a text, he/she is making purposeful decisions that affect the way a reader reads and understands it. For this reason, consideration should be given to revising these student expectations to emphasize the active nature of craft. (For example, 7G might read “compose literary texts including personal narratives, fiction and poetry by using genre characteristics as the basis for crafting the writing.” Similarly, 7H might read “compose informational texts by using genre characteristics as the basis for crafting the writing,” and 7l might read “compose persuasive/argumentative [depending on grade] texts by using genre characteristics as the basis for crafting the writing”).

Strand 8 in grades 3–8 and English I–IV The following comment was written by a Forum participant about the research strand in middle school, but it is applicable to elementary, middle, and high school. The comment was written in response to the following question: “Should student expectation 8B in grade 8 be revised to read ‘develop and follow a research plan’ to establish stronger vertical alignment with the corresponding SE at the elementary level?” In her first comment on this question, she states: I could agree with you that it should include the word
‘follow’ like it does at the younger grades…but I also wonder about sending the message that
the plan HAS TO BE FOLLOWED…does that leave enough open space for inquiry and
changing the plan. How do we articulate that research plans can be changed?

As the online conversation continued, this participant addressed the aspects of research that
she feels are lacking in the third draft. Her verbatim comment is included below so that the
SBOE and state-appointed experts have the opportunity to read it in its entirety. Our hope is that
it can be used to foster further discussion about what, if any, additional revisions should be
considered for Strand 8, especially with regard to the recursive nature of the research process
and the importance of authentic inquiry as the basis for research.

I’m not sure exactly what the wording should be. In the current TEKS standards, 8.24A says,
"narrow or broaden the major research question, if necessary, based on further research
and investigation." I think this is what we are missing. This is really applicable K–12, and you
can clearly see how it is articulated in our current standards in the vertical alignment
document. The other important part of inquiry is reflection: what are you doing because of
what you have learned. It seems that you would also reflect on your work, maybe as you are
synthesizing, to ask new questions to reframe your study and ultimately take action.

Still looking at the Strand 8 vertical alignment page, something about research isn’t sitting
right for K–12. The Strand header says "engage in both short-term and sustained recursive
inquiry processes,” but I just don’t get the feeling that the specific standards delineated
within the strand inspire inquiry. Which standard gives a nod to the recursive process? The
SEs feel like a regimented checklist, as opposed to a messy process. Also, I did some
googling about "the inquiry process" to see what other people were saying, and while you
could make the case that the big ideas or steps of the inquiry process are technically
included, I don’t think the way these standards are written embody the spirit of inquiry, nor
do they lend themselves to the creation of any better research projects/assignments in
classrooms than the huge research unit crammed at the end of the school year. I wanted to
look more into what some of the experts in the field say (such as Jeffrey Wilhelm, but his
book is at my office).

Also, I’m not sure why middle school needs to have teacher direction for their inquiry
questions. While an educator may frame the research study (or overarching topic of study),
if learners can generate their own questions in elementary school (as the proposed
standards state) it seems backwards to have teachers generating the questions at middle
school. Additionally, it isn't authentic inquiry if the teacher is generating the questions—what
an awful research project. I think teachers will take the teacher-guided part as free reign to
drive the inquiry with their own questions.

I am appreciative that the standards say use appropriate mode of delivery (except in grades
6–8). This will move us away from always simply writing a paper.
Another response offered a specific example for English II that addresses the concerns outlined in the comments above:

(A) develop student-selected questions for formal and informal inquiry into significant discipline-based issues;

(B) developing and revising an inquiry plan as needed;

(C) locate relevant sources (print and non-print) that represent multiple perspectives;

(D) examine sources for:

   (i) credibility;

   (ii) bias including omission; and

   (iii) faulty reasoning including incorrect premise, hasty generalizations, and either-or;

(E) identify themes across sources, analyze information, and synthesize findings;

(F) identify questions to prompt further inquiry

(G) compare findings with those of other researchers

(H) demonstrate understanding using appropriate mode of delivery:

   (i) display academic citations; and

   (ii) use source materials ethically; and

(G) incorporate digital technology, when appropriate.

These suggestions offer specific guidance that could be used to all grade levels, assuming that developmental appropriateness is considered heavily.

**Feedback on Issues Specifically Related to Kindergarten TEKS**

1A(i) This romanette currently includes “giving oral instructions” at the kindergarten level. Consideration should be given as to whether this particular skill should begin at grade 1 instead of kindergarten.

1B(i) This romanette is less specific than the corresponding romanette in grade 1 (“orally generating a series of original rhyming words using a variety of phonograms and consonant blends”). Consideration should be given to revising the kindergarten romanette to be similarly specific to grade 1.

1B(v) This romanette is less specific than the corresponding romanette in grade 1 (“segmenting spoken one-syllable words of three to five phonemes into individual phonemes”). Consideration should be given to revising the kindergarten romanette to read “segmenting spoken one-syllable words of two to four phonemes into individual phonemes.” (The number of phonemes is based on the types of words kindergarteners are expected to decode, as listed in 1C(ii)).
2G This student expectation currently includes “evaluating information” at the kindergarten level. Consideration should be given as to whether this particular skill is developmentally appropriate, even with adult assistance, or whether it should begin at grade 1.

5A Consideration should be given to deleting the word “traditional” from this student expectation since this word describes a type of text but is not a genre.

5B(i) The language used in this romanette is somewhat problematic. The words “problem” and “solution” really represent an informational text structure. The correct literary terms as applied to plot are problem and resolution. An actual solution is not present in many stories. Consideration should be given to revising this romanette to read "identifying the elements of plot development including the main events, the problem, and the resolution for texts read aloud."

5B(v) Consideration should be given to replacing “familiar and traditional” with the word “age-appropriate,” since there will be few, if any, poems widely familiar to kindergarteners.

5C(ii) This romanette is introducing informational text structures. Although any text structure can be repeated in informational texts, “repeated patterns” is not considered a text structure in and of itself. For this reason, consideration should be given to deleting “repeated patterns.”

6B This student expectation currently requires students at the kindergarten level to understand the relationship between text structure and author’s purpose. Consideration should be given as to whether this particular skill is developmentally appropriate, even with adult assistance, or whether it should begin at grade 1.

7B Consideration should be given to revising this student expectation to read “develop drafts in oral, pictorial, or written form by organizing ideas.”

8D In the third draft, this student expectation has been deleted for streamlining purposes. However, forum participants have pointed out that the technology application (TA) TEKS for K–2 requires students to use technology in research: (8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. To ensure that the ELAR standards are congruent with the TA TEKS, consideration should be given to restoring this student expectation.

**Feedback on Issues Specifically Related to Grade 1 TEKS**

1D(i) To improve the clarity of this romanette, consideration should be given to revising it to read “alphabetizing words to the first letter.”

1E(i) In grade 1 the expectation is that students use resources only to find words. This expectation seems narrow, especially since students in grade 2 have to “determine meaning and pronunciation of unknown words.” Consideration should be given to revising the grade 1 romanette to read “using a variety of resources such as a picture dictionary or digital resource to find and determine the meaning of unknown words with adult assistance.” This would provide a better step-up from grade 1 to grade 2 with regard to the use of resources.

1F Consideration should be given to changing the wording of this student expectation to match the corresponding student expectation in grades 3–5: “use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.” This revision supports a consistent definition of fluency from grade 1 on.
Strand 2 (overall) The way this strand is currently written indicates that 1st graders can independently demonstrate all the skills listed in the student expectations. Consideration should be given as to whether any of the SEs—in particular, 2E, 2F, 2G, and 2H—need the addition of “with adult assistance.”

3C Consideration should be given as to whether it is developmentally appropriate to expect 1st graders to maintain logical order when they retell texts. Forum participants have commented that retelling to maintain meaning should be the goal in kindergarten and grade 1.

4A In this SE, students are expected to ask relevant questions to clarify information. Consideration should be given as to whether 1st graders can distinguish between relevant and irrelevant information.

5A Consideration should be given to deleting the word “traditional” from this student expectation since this word describes a type of text but is not a genre.

5B(i) The language used in this romanette is somewhat problematic. The words “problem” and “solution” really represent an informational text structure. The correct literary terms as applied to plot are problem (i.e., conflict) and resolution. An actual solution is not present in many stories. Consideration should be given to revising this romanette to read "identifying and understanding the elements of plot development including the main events, the problem, and the resolution for texts read aloud and independently."

5C(i) Most of the specificity has been deleted from this romanette in the third draft. These deletions have not only made the expectations for 1st graders less clear but have also made the romanette fundamentally different from the corresponding romanette in grades 3–6 with regard to specificity. Consideration should be given to restoring at least some of the specificity.

5C(ii) This romanette, which is focused on the way in which different text structures support the main ideas, seems very advanced for 1st grade. Consideration should be given as to whether it should be deleted or whether adding the phrase “with adult assistance” would make it more developmentally appropriate.

6B Consideration should be given to adding the phrase “with adult assistance” to this student expectation to make it more developmentally appropriate for grade 1.

7B Consideration should be given to revising this student expectation to read “develop drafts of in oral, pictorial, or written form by organizing sentences and ideas.” In grade 1, it is important to begin working at both the sentence and the idea level.

7C The deleted language in this grade 1 student expectation has been left in the corresponding student expectation at grades 2, 3, 4, and 5. Specificity should be made consistent from grade to grade with regard to this SE. Consideration should be given to restoring the deleted language.

7D(i) This romanette needs to be reviewed with regard to the reference to subject-verb agreement. Consideration should be given to either deleting this reference, as it is not attached to anything, or revising it to read “with subject-verb agreement,” which is the phrasing used for the corresponding romanette in grade 2.

7D(v) Consideration should be given to changing the romanette to read “adverbs that convey time and show sequence.” Adding sequence adverbs to the romanette supports writing procedural texts (specified in 7H).
7D(viii) Consideration should be given to adding names of people back into the romanette, as correctly capitalizing the names of people conceptually supports students writing their own names correctly.

7F(ii) The wording of this romanette is problematic: organizing creates structure, but one doesn’t organize “with structure.” Consideration should be given to revising this romanette to read “organizing sentences in an order that makes sense.” This is an appropriate organizational skill to work on in grade 1.

7J This romanette in grade 1 is less specific than the corresponding romanette in grades 3 and 4. For example, grade 4 provides additional direction by including the purpose for the correspondence (“compose correspondence that requests information”). Consideration should be given to making the specificity of this SE consistent from grade to grade.

8C Consideration should be given to adding the phrase “with adult assistance” to this student expectation to make it more developmentally appropriate for grade 1.

8D In the third draft, this student expectation has been deleted for streamlining purposes. However, forum participants have pointed out that the technology application (TA) TEKS for K–2 requires students to use technology in research: (8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. To ensure that the ELAR standards are congruent with the TA TEKS, consideration should be given to restoring this student expectation.

Feedback on Issues Specifically Related to Grade 2 TEKS

1A(iii) This romanette was deleted from kindergarten and grades 1, 3, 4, and 5. Consideration should be given to deleting it at grade 2.

1A(iv) Consideration should be given to including additional specificity, such as “expressing own ideas” or “expressing original ideas.” This seems to be an appropriate social communication skill at grade 2.

1C To improve the clarity of this romanette, consideration should be given to revising it to read “alphabetizing words to the second letter.”

1E Consideration should be given to changing the wording of this student expectation to match the corresponding student expectation in grades 3–5: “use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.” This revision supports a consistent definition of fluency from grade 1 on.

5A Consideration should be given to deleting the word “traditional” from this student expectation since this word describes a type of text but is not a genre.

5B(i) The language in this romanette is somewhat problematic. The words “problem” and “solution” really represent an informational text structure. The correct literary terms as applied to plot are problem (i.e., conflict) and resolution. An actual solution is not present in many stories. Consideration should be given to revising this romanette to read “identifying and understanding the elements of plot development including the main events, the problem, and the resolution for texts read aloud and independently.”
6B This student expectation, which requires students to link text structure to author's purpose, seems too difficult at grade 2 without adult assistance. Consideration should be given to adding the phrase "with adult assistance."

7B Consideration should be given to revising this student expectation to read "develop drafts of varying lengths by organizing sentences and ideas into a focused piece of writing." In grade 2, it is important to work at both the sentence and the idea level.

7D(v) Consideration should be given to changing the romanette to read "adverbs that convey time and show sequence." Adding sequence adverbs to the romanette supports writing procedural texts (specified in 7H).

7D(viii) Consideration should be given to adding some proper nouns (perhaps names of people and places) to this romanette. Capitalization as currently specified seems too narrow/limited for grade 2.

7F(ii) The wording of this romanette is problematic: organizing creates structure, but one doesn’t organize "with structure." Consideration should be given to revising this romanette to read "writing an organized paragraph with a topic sentence and supporting sentences." This is an appropriate organizational skill to work on in grade 2.

7J This romanette in grade 2 is less specific than the corresponding romanette in grades 3 and 4. For example, grade 4 provides additional direction by including the purpose for the correspondence ("compose correspondence that requests information"). Consideration should be given to making the specificity of this SE consistent from grade to grade.

8D In the third draft, this student expectation has been deleted for streamlining purposes. However, forum participants have pointed out that the technology application (TA) TEKS for K–2 requires students to use technology in research: (8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. To ensure that the ELAR standards are congruent with the TA TEKS, consideration should be given to restoring this student expectation.

**Feedback on Issues Specifically Related to Grade 3 TEKS**

1A(iv) This romanette was deleted in K–2 for streamlining reasons. It seems to be covered in standard 4A. Consideration should be given to deleting it.

1B(i) The specific examples in this romanette were deleted in K–2 for streamlining reasons. Consideration should be given to either eliminating the examples in grade 3 or adding them back in to K–2. Making standards similarly specific from grade to grade makes the vertical alignment more apparent and seamless.

1C To improve the clarity of this romanette, consideration should be given to revising it to read "alphabetizing words to the third letter."

1D(i) Consideration should be given to deleting the reference to "web-based" resources since digital resources encompass this term.

3C Consideration should be given to adding the skill of summarizing to this student expectation as a step-up from paraphrasing only at grade 2. The student expectation could be revised to read "paraphrase and summarize texts in ways that maintain meaning and logical order."
4B This student expectation seems more advanced than the corresponding student expectation at grades 4 and 5, as the distinctions in meaning of “rules, norms, and protocols” are subtle. Consideration should be given as to whether requiring 3rd graders to understand these distinctions in working with others is developmentally appropriate.

4C This student expectation requires students to “articulate thoughts clearly.” Consideration should be given as to whether this particular skill is developmentally appropriate at the 3rd grade level.

5B(i) The language in this romanette is problematic for two reasons. First, it is worded very differently from grades 4 and 5 (as well as K–2) in that it contains no reference to plot development or other elements of fiction. Second, the words “problem” and “solution” really represent an informational text structure. The correct literary terms as applied to plot are problem (i.e., conflict) and resolution. An actual solution is not present in many stories. Revision of this romanette is needed for vertical alignment and clarity. Consideration should be given to revising this romanette to read “identifying and understanding the elements of plot development including the sequence of events, the problem, and the resolution.”

5B(iii) In this romanette students are required to explain the relationships among characters. It is unclear whether this expectation includes understanding how these relationships may change as the plot unfolds. Consideration should be given to revising this standard to read “explain the relationships among characters and whether these relationships change as the plot develops.”

5C(i) The specific examples in this romanette were deleted in K–2 for streamlining reasons. Consideration should be given to either eliminating the examples in grade 3 or adding them back in to K–2. Making standards similarly specific from grade to grade makes the vertical alignment more apparent and seamless.

5D(ii) Consideration should be given to changing the term “thesis” to “position statement,” since the latter term is more in line with the purpose of persuasive writing.

6E The term “voice” has been added to this student expectation, and the terms “mood” and “tone” have been deleted. However, voice, mood, and tone are all at play in texts students read at this age level, so all should be included in the standard if students are to gain a more complete understanding of how an author’s use of language contributes to a text. Therefore, the wording of this student expectation should be reconsidered.

7B Consideration should be given to revising this student expectation to read “develop drafts of varying lengths by organizing sentences and ideas into a focused, structured, and coherent piece of writing.” In grade 3, it is important to work at both the sentence and the idea level.

7D(vii) The grade 3 romanette specifies possessive pronouns. However, in grades 1 and 2, this romanette simply lists the word “pronouns.” Consistency is needed across grades.

7D(x) Since 7A requires students to write compound sentences, consideration should be given to including commas in compound sentences in this romanette.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) To improve clarity, consideration should be given to revising this romanette to read “using a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”
Feedback on Issues Specifically Related to Grade 4 TEKS

1A(iii) This romanette was deleted in K–2 for streamlining reasons. It seems to be covered in standard 4A. Consideration should be given to deleting it.

1B(i) The wording of this romanette suggests that the student is decoding and encoding patterns and rules instead of using patterns and rules to decode and encode. Consideration should be given to revising this romanette or combining it with 1B(ii), since there seems to be some overlap between the two romanettes.

1B(ii) This romanette is listed at grade 4 only. There is no corresponding romanette at any other elementary grade. Consideration should be given to deleting this romanette at grade 4 or adding a corresponding romanette to grade 3, grade 5, or both grades.

1D(i) Consideration should be given to deleting the reference to “web-based” resources since digital resources encompass this term.

3C Consideration should be given to changing the “or” to “and” so that it’s clear that students must work on both paraphrasing and summarizing, not simply one or the other.

5B(i) The wording of this romanette is problematic because the purpose of summarizing the elements of plot development is unclear. Consideration should be given to deleted the word “summarizing.”

5B(v) The types of poems studied in grade 4 seems narrow in that they are limited to narrative and lyrical poems. Consideration should be given to broadening the language with regard to the types of poems that are studied. The language used could be general (e.g., “a variety of poems” or “various forms of poems”), or more specific types of poems could be added to the current list.

5D(ii) Consideration should be given to changing the term “thesis” to “position statement,” since the latter term is more in line with the purpose of persuasive writing.

6E The term “voice” has been added to this student expectation, and the terms “mood” and “tone” have been deleted. However, voice, mood, and tone are all at play in texts students read at this age level, so all should be included in the standard if students are to gain a more complete understanding of how an author’s use of language contributes to a text. Therefore, the wording of this student expectation should be reconsidered.

6G This student expectation seems very narrow in that the only literary device required to be learned is the rhetorical use of exaggeration. Reconsideration of this student expectation is needed.

7B Consideration should be given to revising this student expectation to read “develop drafts of varying lengths by organizing sentences and ideas into a focused, logically structured, and coherent piece of writing.” It’s valuable at every elementary grade for students to work at both the sentence and the idea level.

7D(vii) The grade 4 romanette specifies reflexive pronouns (and grade 3 specifies possessive pronouns). However, in grades 1 and 2, this romanette simply lists the word “pronouns.” (Nominative and objective pronouns are not specified.) Consistency is needed across grades.
7D(x) and (xi) These two romanettes could be collapsed into one romanette. In addition, more direction and specificity are needed with regard to punctuation marks. Review is needed.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) To improve clarity, consideration should be given to revising this romanette to read “using a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

**Feedback on Issues Specifically Related to Grade 5 TEKS**

1B All verbs in the romanettes under this student expectation should be changed to -ing verbs.

1B(i) Consideration should be given to deleting the reference to “web-based” resources since digital resources encompass this term.

1E(iii) To improve clarity, consideration should be given to adding the deleted language “including long-to-short vowel alternations” back into the romanette.

5B(i) The wording of this romanette is problematic for two reasons: first, because the purpose of summarizing the elements of plot development is unclear, and second, because the phrase “including non-linear elements such as flashback” is misplaced and modifies the word “resolution.” Consideration should be given to revising the romanette to read “analyzing the elements of plot development, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.”

5B(v) The types of poems studied in grade 5 seems narrow in that they are limited to narrative and lyrical poems. Consideration should be given to broadening the language with regard to the types of poems that are studied. The language used could be general (e.g., “a variety of poems” or “various forms of poems”), or more specific types of poems could be added to the current list.

5D Consideration should be given to changing the term “thesis” to “position statement,” since the latter term is more in line with the purpose of persuasive writing. In addition, the only type of evidence listed in this student expectation is facts. Consideration should be given to expanding the types of evidence that this age level reader might typically see in persuasive pieces.

6E The term “voice” has been added to this student expectation, and the terms “mood” and “tone” have been deleted. However, voice, mood, and tone are all at play in texts students read at this age level, so all should be included in the standard if students are to gain a more complete understanding of how an author’s use of language contributes to a text. Therefore, the wording of this student expectation should be reconsidered.

7B Consideration should be given to revising this student expectation to read “develop drafts of varying lengths by organizing sentences and ideas into a focused, logically structured, and coherent piece of writing.” It’s valuable at every elementary grade for students to work at both the sentence and the idea level.

7D(viii) and (ix) Consideration should be given to collapsing these romanettes into one romanette (“coordinating and subordinating conjunctions”).
7D(xi) and (xi) Consideration should be given to providing more direction and specificity with regard to punctuation marks. For example, students need continued work on apostrophes in possessives at grade 5.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7G In this student expectation, the second reference to personal narratives, fiction, and poetry should be deleted.

Feedback on Issues Specifically Related to Grade 6 TEKS

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

Strand 4 The student expectations for this strand in grade 6 focus on listening to others (A), working productively with others (B and C), and evaluating the effectiveness of working together (D). Currently there is no student expectation addressing students’ ability to clearly articulate their ideas when working with others (as in 4C in grades 3–5). Consideration should be given to adding a student expectation to grade 6 to address this skill, thereby strengthening the alignment between elementary and middle school.

5A and 5D The terminology used in 5A and 5D is inconsistent. In 5A, argumentative text is used, while in 5D, persuasive text is used. Consideration should be given to making the terminology consistent in strand 5. (Note that in 7I, students are required to write argumentative texts.)

5B(v) Consideration should be given to adding the term “stanzas” to the list of visual elements, as many poems read in grade 6 contain stanzas.

5C(ii) The proposition-and-solution organizational structure is typically linked to persuasive texts, not expository texts. Consideration should be given to listing this structure under 5D rather than 5C.

5D(i) Consideration should be given to changing the term “thesis” to “position statement,” since the latter term is more in line with the purpose of persuasive writing.

5D(ii) Forum participants noted the shifting language in this romanette from grade 6 (“consideration of alternatives”) to grade 7 (“anticipates and answers readers’ concerns”) to grade 8 (“anticipates and answers readers’ counter-arguments”). Participants requested that the same terminology (“counterargument”) be used throughout middle school for consistency.

6E Consideration should be given to adding the word “tone” to this student expectation. An understanding of tone supports the reading and writing of persuasive and argumentative texts.

6F Consideration should be given to adding the term “third person” to this student expectation (“…third person omniscient and limited point of view”).
6G This student expectation addresses the use of rhetorical devices. The shift in language from grade 5 ("exaggeration") to grade 6 ("hyperbole") is confusing, as hyperbole is exaggeration used rhetorically. Review of this shift in language from elementary to middle school is needed.

7C Consideration should be given to providing additional clarity to this student expectation by revising it to read "revise drafts to ensure clarity and to refine development, organization, style, diction, and sentence fluency."

7D Consideration should be given to adding subordinating conjunctions, as they were introduced in grade 5 and students need continued work on them in grade 6. In addition, consideration should be given to introducing students to the concept of pronoun-antecedent agreement, a grammatical skill needed to write clearly.

7D(i) Consideration should be given to adding complex sentences, as they were introduced in grade 5.

7D(iv) Consideration should be given to changing commas in compound sentences to commas in complex sentences. Commas in compound sentences are listed in grades 3, 4, and 5.

7D(vi) The capitalization rules listed in this romanette are exactly the same as the rules listed in grade 5. Reconsideration is needed.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts beginning in grade 6, and tone is important in argumentative writing.

7G Consideration should be given to changing the “including” to “such as” in this student expectation. By using “including,” Forum participants noted that too many different types of literary writing are required to be learned each year (personal narrative, fiction, and poetry), especially when students are also required to compose informational and argumentative texts as well as correspondence. As one participant stated, “the TEKS review committees for Grades 4 and 5 and English I–IV changed that ‘including’ in 7G to ‘such as,’ giving teachers at those grades more flexibility in writing instruction.”

8F This student expectation is written as a cause-effect; i.e., by "displaying academic citations and references," the student is "using source material ethically." Consideration should be given to flipping these phrases so that the emphasis is on ethical use rather than on the display of citations and references ("using source material ethically by displaying citations and references").

**Feedback on Issues Specifically Related to Grade 7 TEKS**

1A(i) Currently this romanette in grade 7 requires students to *employ* strategies to support active listening, but the corresponding romanette in grade 8 requires students only to *develop* strategies to support active listening. Consideration should be given to flipping these verbs,
using “developing” in grade 7 and “employing” in grade 8 so that these verbs are in the correct developmental order.

3H Consideration should be given to adding the word “tone” to this student expectation.

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

4A In this student expectation, the word “other’s” should be changed to “others’.”

4B Consideration should be given to changing the word “solved” to “completed.”

4C Consideration should be given to revising this student expectation to read “engage in meaningful discourse and both provide and accept constructive criticism to/from others.”

5C(ii) and (iii) The romanettes under this student expectation contain no examples, unlike grade 6 (and earlier grades). Review is needed to determine whether the lack of examples causes vertical alignment or clarity issues.

5D(ii) Forum participants noted the shifting language in this romanette from grade 6 (“consideration of alternatives”) to grade 7 (“anticipates and answers readers’ concerns”) to grade 8 (“anticipates and answers readers’ counter-arguments”). Participants requested that the same terminology (“counter-argument”) be used throughout middle school for consistency.

6F Foreshadowing is used as an example in grades 5 and 6 as well as in grade 7. Consideration should be given to using a different example of a literary device (e.g., suspense, symbolism, humor).

7C Consideration should be given to providing additional clarity to this student expectation by revising it to read “revise drafts to ensure clarity and to refine development, organization, style, diction, and sentence fluency.”

7D Consideration should be given to adding the concept of pronoun-antecedent agreement to this student expectation, as it is a grammatical skill needed to write clearly.

7D(iv) Many introductory words (e.g., adverbs) do not require commas. Consideration should be given as to whether introductory words should be included in this romanette.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts in grade 7, and tone is important in argumentative writing.

7G Consideration should be given to changing the “including” to “such as” in this student expectation. By using “including,” Forum participants noted that too many different types of literary writing are required to be learned each year (personal narrative, fiction, and poetry), especially when students are also required to compose informational and argumentative texts as well as correspondence (which necessitates time to study mentor text and time to experiment
with observed craft). As one participant noted, the TEKS review committees for grades 4 and 5 and English I–IV changed that "including" in 7G to "such as," giving teachers at those grades more flexibility in writing instruction.

8F This student expectation is written as a cause-effect; i.e., by “displaying academic citations and references,” the student is “using source material ethically.” Consideration should be given to flipping these phrases so that the emphasis is on ethical use rather than on the display of citations and references (“using source material ethically by displaying citations and references”).

Feedback on Issues Specifically Related to Grade 8 TEKS

1A(i) Currently this romanette in grade 8 requires students to develop strategies to support active listening, but the corresponding romanette in grade 7 requires students to employ strategies to support active listening. Consideration should be given to flipping these verbs, using “employing” in grade 8 and “developing” in grade 7 so that these verbs are in the correct developmental order.

3G Forum participants noted that students in grade 8 should be able to use text evidence that is both accurate and relevant. For this reason, consideration should be given to expressing this student expectation similarly to the corresponding student expectation in English I (“…accurate and relevant text evidence and commentary”).

3H Consideration should be given to adding the word “tone” to this student expectation.

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

4B Consideration should be given to changing the word “solved” to “completed.”

4C Consideration should be given to revising this student expectation to read “engage in meaningful discourse and both provide and accept constructive criticism to/from others.”

5B(vi) Consideration should be given to using the term “stage directions” rather than “staging of their plays” to be consistent with this romanette in grade 7.

5C(ii) and (iii) The romanettes under this student expectation contain no examples, unlike grade 6 (and earlier grades). Review is needed to determine whether the lack of examples causes vertical alignment or clarity issues.

6G The example “loaded language” was also used in grade 7. Consideration should be given to replacing this example with examples of other age-appropriate rhetorical devices, such as “overgeneralization” or “oversimplification.”

7C Consideration should be given to providing additional clarity to this student expectation by revising it to read “revise drafts to ensure clarity and to refine development, organization, style, diction, and sentence fluency.”

7D Consideration should be given to adding the concept of pronoun-antecedent agreement to this student expectation, as it is a grammatical skill needed to write clearly.
7D(iv) Many introductory words (e.g., adverbs) do not require commas. Consideration should be given as to whether introductory words should be included in this romanette.

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts in grade 8, and tone is important in argumentative writing.

7G Consideration should be given to changing the “including” to “such as” in this student expectation. By using “including,” Forum participants noted that too many different types of literary writing are required to be learned each year (personal narrative, fiction, and poetry), especially when students are also required to compose informational and argumentative texts as well as correspondence (which necessitates time to study mentor text and time to experiment with observed craft). As one participant noted, the TEKS review committees for grades 4 and 5 and English I–IV changed that “including” in 7G to ”such as,” giving teachers at those grades more flexibility in writing instruction.

8F This student expectation is written as a cause-effect; i.e., by “displaying academic citations and references,” the student is “using source material ethically.” Consideration should be given to flipping these phrases so that the emphasis is on ethical use rather than on the display of citations and references (“using source material ethically by displaying citations and references”).

Feedback on Issues Specifically Related to English I TEKS

1C In grade 8 this standard requires students to give an oral presentation with a specific point of view. However, in English I the wording of this student expectation is unclear because the phrase “with a specific point of view” is misplaced, modifying “oral language.” Revision is needed.

2B and 2C Consideration should be given to flipping these two student expectations in English I–IV to align with the order of the SEs under strand 2 from kindergarten through grade 8.

3F Forum participants questioned whether, at the high school level, students would need to reflect on explicit meanings. Review is needed.

3G Consideration should be given to deleting the word “multiple” from this student expectation, since this word is unnecessary.

3H Consideration should be given to adding the word “tone” to this student expectation. Responding in an appropriate tone is a necessary skill at the high school level.

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.
4D The corresponding middle school student expectation focuses on evaluating the
effectiveness of collaborative interactions. However, in English I, two verbs are used (analyze
and evaluate), but the distinction between them is unclear. It is also unclear whether the English
I student expectation is gauging the effectiveness of the collaboration. Review is needed.

Strand 5 This strand in high school is fundamentally different from the corresponding strand in
middle school with regard to the inclusion of specifics. Consideration should be given as to
whether the current wording provides sufficient direction and guidance to high school teachers.

5B(iii) The word “cast” is not typically used in the context of written dramas. Consideration
should be given as to whether “cast” should be changed to “cast of characters” or “characters.”
In addition, consideration should be given to adding dialogue as an example of a characteristic
of drama.

7C Consideration should be given to providing additional clarity to this student expectation by
revising it to read “revise drafts independently and collaboratively to ensure clarity and to refine
development, organization, style, diction, and sentence fluency.”

7D(i) Consideration should be given to deleting the word “problematic” and changing the word
“splices” to “comma splices.”

7D(ii) Consideration should be given to changing the word “participle phrases” to “participial
phrases.”

7D(ix) Consideration should be given to changing the word “pronoun-agreement” to “pronoun-
antecedent agreement.”

7E Consideration should be given to revising this student expectation to read “evaluate written
work in response to feedback and publish writing.” This revision reflects the order in which these
activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a
purposeful organizational structure, including an effective lead, transitions, sentence-to-
sentence connections, and an effective closing.”

7F(iii) Strong action verbs are covered in elementary and middle school. Consideration should
be given to changing “strong action verbs” to “active voice.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write
argumentative texts in English I, and tone is important in argumentative writing.

7G Writing personal narratives, fiction, and poetry are covered in elementary and middle school.
Forum participants had differing views on how much emphasis there should be in high school
on literary writing or whether some of these purposes might be eliminated. Review is needed.

7J Correspondence using a “friendly structure” is covered in elementary and middle school.
Consideration should be given to deleting this phrase from the high school student expectation.

8F(i) and (ii) Forum participants pointed out that “displaying academic citations and references”
is encompassed in “using source material ethically.” Consideration should be given to
eliminating the romanettes and focusing on ethical use, which would cover a broad range of
actions during the research process—from appropriately displaying academic citations and
references to using source material in a way that accurately represents the author’s intent to
ensuring that source material is not taken out of context.
Feedback on Issues Specifically Related to English II TEKS

1C The wording of this student expectation is unclear because the phrase “with a specific point of view” is misplaced, modifying “oral language.” Revision is needed.

2B and 2C Consideration should be given to flipping these two student expectations in English I–IV to align with the order of the SEs under strand 2 from kindergarten through grade 8.

3F Forum participants questioned whether, at the high school level, students would need to reflect on explicit meanings. Review is needed.

3G Consideration should be given to deleting the word “multiple” from this student expectation, since this word is unnecessary.

3H Consideration should be given to adding the word “tone” to this student expectation. Responding in an appropriate tone is a necessary skill at the high school level.

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

Strand 4 Consideration should be given as to whether any of the student expectations under this strand can be revised to show growth from English I to English II (e.g., “respond thoughtfully and/or purposefully”; “communicate clearly and respectfully”; “actively support group goals by contributing opinions, knowledge, and skills”; “fulfill individual role and responsibilities within the group”).

4D In this student expectation two verbs are used (analyze and evaluate), but the distinction between them is unclear. It is also unclear whether the student expectation is gauging the effectiveness of the collaboration. Review is needed.

Strand 5 This strand in high school is fundamentally different from the corresponding strand in middle school with regard to the inclusion of specifics. Consideration should be given as to whether the current wording provides sufficient direction and guidance to high school teachers.

5B(i) Plot is addressed at both the elementary and middle school levels. Consideration should be given to deleting the reference to plot and replacing it with another element of fiction, such as point of view.

5B(iii) The word “cast” is not typically used in the context of written dramas. Consideration should be given as to whether “cast” should be changed to “cast of characters” or “characters.” In addition, consideration should be given to adding dialogue as an example of a characteristic of drama.

6D The corresponding student expectation in English I includes examples of figurative language. Consideration should be given to including similar defining detail in English II for vertical alignment and clarity.

7C Consideration should be given to providing additional clarity to this student expectation by revising it to read “revise drafts independently and collaboratively to ensure clarity and to refine development, organization, style, diction, and sentence fluency.”
7D(i) Consideration should be given to deleting the word “problematic” and changing the word “splices” to “comma splices.”

7D(ii) Since commas in participial and infinitive phrases were covered in English I, consideration should be given to changing this romanette to a different comma skill (e.g., “commas to set off nonessential phrases and clauses in the middle of a sentence”).

7D(ix) Consideration should be given to changing the word “pronoun-agreement” to “pronoun-antecedent agreement.”

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7F(iii) These examples have been covered in earlier grades. Consideration should be given to revising this romanette to read “using diction that is intentional and effective and creates an appropriate tone.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts in English II, and tone is important in argumentative writing.

7G Writing personal narratives, fiction, and poetry are covered in elementary and middle school. Forum participants had differing views on how much emphasis there should be in high school on literary writing or whether some of these purposes might be eliminated. Review is needed.

7J Correspondence using a “friendly structure” is covered in elementary and middle school. Consideration should be given to deleting this phrase from the high school student expectation.

8D(iii) The more common wording of the term “either-or” is “either-or fallacy.” Please consider this wording change.

8F(i) and (ii) Forum participants pointed out that “displaying academic citations and references” is encompassed in “using source material ethically.” Consideration should be given to eliminating the romanettes and focusing on ethical use, which would cover a broad range of actions during the research process—from appropriately displaying academic citations and references to using source material in a way that accurately represents the author’s intent to ensuring that source material is not taken out of context.

**Feedback on Issues Specifically Related to English III TEKS**

1C The wording of this student expectation is unclear because the phrase “with a specific point of view” is misplaced, modifying “oral language.” Revision is needed.

2B and 2C Consideration should be given to flipping these two student expectations in English I–IV to align with the order of the SEs under strand 2 from kindergarten through grade 8.

2G In English III, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “evaluate information read to think critically about its importance and contribution to the text as a whole.”
2H In English III, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “synthesize information to create new understandings or perspectives.”

3F Forum participants questioned whether, at the high school level, students would need to reflect on explicit meanings. Review is needed.

3G In English III, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “compare sources within and across genres and write a response with accurate and well-chosen text evidence and thoughtful commentary.”

3H Consideration should be given to adding the word “tone” to this student expectation. Responding in an appropriate tone is a necessary skill at the high school level.

3I Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

Strand 4 Consideration should be given as to whether any of the student expectations under this strand can be revised to show growth from English II to English III (e.g., “respond thoughtfully and/or purposefully”; “communicate clearly and respectfully”; “actively support group goals by contributing opinions, knowledge, and skills”; “fulfill individual role and responsibilities within the group”).

4D In this student expectation two verbs are used (analyze and evaluate), but the distinction between them is unclear. It is also unclear whether the student expectation is gauging the effectiveness of the collaboration. Review is needed.

Strand 5 This strand in high school is fundamentally different from the corresponding strand in middle school with regard to the inclusion of specifics. Consideration should be given as to whether the current wording provides sufficient direction and guidance to high school teachers.

5B(i) Plot is addressed at both the elementary and middle school levels. Consideration should be given to deleting the reference to plot and replacing it with another element of fiction, such as point of view or symbolism.

5D(i) Consideration should be given to adding the word “evidence” to this romanette, as it may not be clear that the word “appeals” (rhetorical appeals in this context) refers not only to modes of persuasion but also includes evidence.

7C Consideration should be given to providing additional clarity to this student expectation by revising it to read “revise drafts independently and collaboratively to ensure clarity and to refine development, organization, style, diction, and sentence fluency.”

7D(i) Consideration should be given to deleting the word “problematic” and changing the word “splices” to “comma splices.”

7D(ii) Consideration should be given to deleting the word “gerund” from this romanette, as gerunds function as nouns (e.g., as a subject or direct object) and are not set off from the rest of the sentence by commas. In addition, the word “participle” should be changed to “participial.”

7D(ix) Consideration should be given to changing the word “pronoun-agreement” to “pronoun-antecedent agreement.”
7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including an effective lead, transitions, sentence-to-sentence connections, and an effective closing.”

7F(iii) These examples have been covered in earlier grades. Consideration should be given to revising this romanette to read “using diction that is intentional and effective and creates an appropriate tone for the purpose and audience.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts in English III, and tone is important in argumentative writing.

7G Writing personal narratives, fiction, and poetry are covered in elementary and middle school. Forum participants had differing views on how much emphasis there should be in high school on literary writing or whether some of these purposes might be eliminated. Review is needed.

7J Correspondence using a “friendly structure” is covered in elementary and middle school. Consideration should be given to deleting this phrase from the high school student expectation.

8C Consideration should be given to revising this student expectation to read “locate and examine relevant sources.”

8D Consideration should be given to changing “examine” to “evaluate.”

8D(iii) Consideration should be given to deleting the term “ad hoc” from this list, as this term is most commonly used in debate, not research.

8E In English III, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “synthesize information from multiple sources to create a cohesive viewpoint or thesis.”

8F(i) and (ii) Forum participants pointed out that “displaying academic citations and references” is encompassed in “using source material ethically.” Consideration should be given to eliminating the romanettes and focusing on ethical use, which would cover a broad range of actions during the research process—from appropriately displaying academic citations and references to using source material in a way that accurately represents the author’s intent to ensuring that source material is not taken out of context.

**Feedback on Issues Specifically Related to English IV TEKS**

1C The wording of this student expectation is unclear because the phrase “with a specific point of view” is misplaced, modifying “oral language.” Revision is needed.

2B and 2C Consideration should be given to flipping these two student expectations in English I–IV to align with the order of the SEs under strand 2 from kindergarten through grade 8.

2G In English IV, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “evaluate information read to think critically about its importance and contribution to the text as a whole.”
In English IV, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “synthesize information to create new understandings, perspectives, or insights.”

Forum participants questioned whether, at the high school level, students would need to reflect on explicit meanings. Review is needed.

In English IV, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “compare sources within and across genres and write a response with accurate and well-chosen text evidence and perceptive commentary.”

Consideration should be given to adding the word “tone” to this student expectation. Responding in an appropriate tone is a necessary skill at the high school level.

Participants noted that the clarity of this student expectation could be improved by revising it to read “reflect on and revise responses when new or valid evidence warrants.” Reconsideration is needed.

The use of the verb “qualify” with “claims” is unclear in this student expectation with regard to what is intended. Is this wording meant to signify that the student is either defending or challenging some—but not all—of an author’s claims? Review is needed.

Strand 4 Consideration should be given as to whether any of the student expectations under this strand can be revised to show growth from English III to English IV (e.g., “respond thoughtfully and/or purposefully”; “communicate clearly and respectfully”; “actively support group goals by contributing opinions, knowledge, and skills”; “fulfill individual role and responsibilities within the group”).

In this student expectation two verbs are used (analyze and evaluate), but the distinction between them is unclear. It is also unclear whether the student expectation is gauging the effectiveness of the collaboration. Review is needed.

Strand 5 This strand in high school is fundamentally different from the corresponding strand in middle school with regard to the inclusion of specifics. Consideration should be given as to whether the current wording provides sufficient direction and guidance to high school teachers.

Plot is addressed at both the elementary and middle school levels. Consideration should be given to deleting the reference to plot and replacing it with another element of fiction, such as point of view or symbolism.

Consideration should be given to adding the word “evidence” to this romanette, as it may not be clear that the word “appeals” (rhetorical appeals in this context) refers not only to modes of persuasion but also includes evidence.

Consideration should be given to providing additional clarity to this student expectation by revising it to read “revise drafts independently and collaboratively to ensure clarity and to refine development, organization, style, diction, and sentence fluency.”

Consideration should be given to deleting the word “problematic” and changing the word “splices” to “comma splices.”

Consideration should be given to deleting the word “gerund” from this romanette, as gerunds function as nouns (e.g., as a subject or direct object) and are not set off from the rest of the sentence by commas. In addition, the word “participle” should be changed to “participial.”
7D(ix) Consideration should be given to changing the word “pronoun-agreement” to “pronoun-antecedent agreement.”

7E Consideration should be given to revising this student expectation to read “evaluate written work in response to feedback and publish writing.” This revision reflects the order in which these activities would occur within the writing process.

7F(ii) Consideration should be given to revising this student expectation to read “employing a purposeful organizational structure, including a strategic lead, transitions, sentence-to-sentence connections, and a thoughtful closing.”

7F(iii) These examples have been covered in earlier grades. Consideration should be given to revising this romanette to read “using diction that is intentional and effective and creates an appropriate tone for the purpose and audience.”

7F(v) Consideration should be given to adding the word “tone,” as students are required to write argumentative texts in English IV, and tone is important in argumentative writing.

7G Writing personal narratives, fiction, and poetry are covered in elementary and middle school. Forum participants had differing views on how much emphasis there should be in high school on literary writing or whether some of these purposes might be eliminated. Review is needed.

7J Correspondence using a “friendly structure” is covered in elementary and middle school. Consideration should be given to deleting this phrase from the high school student expectation.

8C Consideration should be given to revising this student expectation to read “locate and examine relevant sources.”

8D Consideration should be given to changing “examine” to “evaluate.”

8E In English IV, consideration should be given to distinguishing this student expectation from the corresponding student expectation in English I and II by revising it to read “synthesize information from multiple sources to create a cohesive viewpoint or thesis.”

8F(i) and (ii) Forum participants pointed out that “displaying academic citations and references” is encompassed in “using source material ethically.” Consideration should be given to eliminating the romanettes and focusing on ethical use, which would cover a broad range of actions during the research process—from appropriately displaying academic citations and references to using source material in a way that accurately represents the author’s intent to ensuring that source material is not taken out of context.

Reference: