DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
English Language Arts and Reading

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, April 2016

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **Grade 6 – Grade 8**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (deletions).

Comments provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

SBOE—information added, changed, or deleted to align with SBOE feedback

VA—information added, changed, or deleted to increase vertical alignment

Streamline—language added, changed, or deleted for streamlining

GRADE 6 – GRADE 8, ENGLISH LANGUAGE ARTS AND READING TABLE OF CONTENTS

English Language Arts and Reading, Grade 6

(a)   Introduction.

    (1)   The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

    (2)   The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, and may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

    (3)   Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

    (4 3)   English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

    (5 4)   Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.

    (6 5)   Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

    (7 6)   Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b)   Knowledge and skills

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

(A)   develop oral language through listening and speaking by:~~self-select text and read independently for a sustained period of time;~~

(i)   ~~following, restating, and giving oral instructions that involve a short related sequence of actions;~~

(i)   employing strategies to support active listening;

(ii)   employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and

(iii)   giving an organized presentation with a specific point of view.

(iv)   ~~developing strategies to support active listening~~

(v)   ~~conducting an interview, including social, informative, and literary;~~

(vi)   ~~developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, and negotiating and solving problems; and~~

(vii)   ~~listening and responding to critique from peers after an oral presentation~~

(B)   develop vocabulary by:

(i)   using print, and digital ~~and web-based reference~~ resources to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;

(ii)   using context within and beyond a sentence to determine the meaning of unfamiliar words or multiple meaning words; and

(iii)   determining the meaning and usage of grade-level academic English words derived from Greek and Latin roots including: mis/mit, bene, man, vac, scrib/script, and jur/jus;

(C)   adjust fluency when reading grade-level text based on the reading purpose; and

(D)   self-select text and read independently for a sustained period of time.~~develop oral language through listening and speaking by:~~

(i)   ~~following, restating, and giving oral instructions that involve a short related sequence of actions;~~

(i)   ~~developing strategies to support active listening;~~

(ii)   ~~employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;~~

(iii)   ~~giving an organized presentation with a specific point of view;~~

(v)   ~~conducting an interview, including social, informative, and literary;~~

(vi)   ~~developing social communication such as, providing peers with constructive praise and feedback, using oral language to explore, and negotiating and solving problems; and~~

(vii)   ~~listening and responding to critique from peers after an oral presentation.~~

Commented [A1]: This is covered in the Collaboration strand

Commented [A2]: Covered in collaboration and research strand

Commented [A3]: Increase scope of resources from 5th grade

Commented [A4]: Add specificity

Commented [A5]: As a committee, we discussed that at the 6-8 level we recognize that fluency encompasses rate, accuracy, and prosody. We want students to adjust fluency based on their reading purpose.

Commented [A6]: Included in Collaboration strand 4A

Commented [A7]: Proposed area for streamlining because it fits with the research strand B and C. An interview would fall under a "variety of sources."

Commented [A8]: Part of collaboration strand

Commented [A9]: Part of collaboration strand

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A) establish purpose for reading assigned and self-selected text; ~~make and confirm predictions using text features, elements, and structures;~~

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and confirm predictions using text features, characteristics of genre, and structures; ~~create mental images to deepen understanding;~~

(D) create mental images to deepen understanding; ~~make connections to personal experiences, to ideas in other texts, and to the larger community to activate prior knowledge;~~

(E) make connections to personal experiences, to ideas in other texts, and to the larger community; ~~make inferences and use evidence to support understanding;~~

(F) make inferences and use evidence to support understanding; ~~prioritize information read to determine what is most important;~~

(G) evaluate information read to determine what is most important; ~~synthesize information to create new understanding;~~

(H) synthesize information to create new understanding; and ~~establish purpose for reading assigned and self-selected texts; and~~

(I) monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.

(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;

(B) use text evidence to support an appropriate response; ~~interpret ideas from a variety of sources and provide relevant text evidence to demonstrate understanding;~~

(C) paraphrase and summarize texts in ways that maintain meaning and logical order; ~~discuss and write about the implicit and explicit meanings of text;~~

(D) interact with ~~a variety of~~ sources ~~read, heard, or viewed~~ in meaningful ways such as notetaking, annotating, ~~and~~ freewriting, or illustrating;

(E) respond using newly acquired vocabulary as appropriate; ~~reflect on and adjust responses when valid evidence is presented;~~

(F) discuss and write about the implicit and explicit meanings of text; ~~paraphrase or summarize texts in ways that maintain meaning and logical order;~~

(G) compare ~~multiple~~ sources within and across ~~including different~~ genres and write a response with accurate text evidence; ~~and relevant text evidence;~~

(H) respond orally or in writing with appropriate register, vocabulary, and voice; and ~~and respond to ideas and feedback about personal and academic writing; and~~

(I) reflect on and adjust responses when valid evidence is presented. ~~respond to various audiences with appropriate register, vocabulary, and voice.~~

(4) Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to: ~~Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:~~

(A) listen actively to interpret a message ~~verbal and nonverbal messages~~ and ask clarifying questions;

(B) work productively with others by following agreed upon rules for discussion to develop a plan with clear goals;

(C) elicit and consider suggestions from other group members and identify points of agreement and disagreement; and ~~participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement; and~~

(D) evaluate the effectiveness of the ~~collaboration~~ collaborative interactions.

(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

(A) develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;

(B) recognize characteristics and structures of literary texts including:

(i) analyzing ~~and summarizing the relationship between~~ of nonlinear plot development including the use of foreshadowing to advance the plot;

(ii) explaining the influence of the setting on ~~in~~ character and plot development;

(iii) analyzing the roles and functions of characters including their relationships and conflicts;

(iv) explaining multiple themes and ideas not explicitly stated in a text ~~texts~~; ~~and~~

(v) analyzing the importance of visual elements such as capital letters, line length, and word position in various forms of poetry; and~~.~~

(vi) describing how a playwright uses acts, scenes, stage directions, and scripted dialogue to develop dramatic action;

(C) recognize characteristics and structures of informational text including:

(i) using features such as introduction, foreword, ~~or~~ preface, references, or acknowledgements to gain background information and understand the author's perspective on the topic; and

(ii) explaining how different organizational structures such as ~~description,~~ cause and effect~~, compare and contrast, sequential order, chronological order,~~ proposition-and-support, and problem-and-solution support the main ideas;

(D) recognize characteristics and structures of persuasive ~~or argumentative~~ text including:

(i) ~~analyze the argument by~~ identifying the claim the author presents in the thesis; and

(ii) explaining how the author uses ~~supports their position with detailed and~~ relevant evidence and consideration of alternatives to support the argument; and

(E)   analyze and construct multimodal texts and digital literacies for a variety of purposes.

(6)   Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

(A)   identify and analyze the author's purpose and message within a text;

(B)   ~~identify and~~ explain how a text structure contributes to the author's purpose;

(C)   interpret the author's use of print and graphic features to achieve specific purposes;

(D)   explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;

(E)   identify and analyze how the ~~an~~ author's use of language contributes to the mood and voice ~~tone~~ of a text;

(F)   identify and analyze the use of literary devices including omniscient and limited point of view and foreshadowing to achieve a specific purpose; and

(G)   discuss the use of rhetorical devices including hyperbole. ~~identify and analyze the use of rhetorical devices including exaggeration and stereotyping~~.

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

(A)   plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies, such as discussion, background reading, personal interests, and interviews;

(B)   develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;

(C)   revise drafts ~~independently and collaboratively~~ to ensure clarity, development, organization, style, word choice, and sentence fluency;

(D)   edit drafts ~~independently and collaboratively~~ using standard English conventions ~~of grammar, spelling, capitalization, and punctuation,~~ including:

(i)   ~~sentence-combining techniques to write with variety; use~~ complete simple and compound sentences with correct subject-verb agreement;

(ii)   consistent verb tenses;

(iii)   ~~use~~ appropriate pronouns ~~for clarity~~;

(iv)   ~~use~~ commas in compound sentences and after transitions, ~~words and~~ introductory words and phrases;

(v)   correct punctuation of ~~use~~ quotation marks ~~correctly such as~~ for dialogue;

(vi)   ~~use conventions of~~ capitalization of ~~for~~ proper nouns ~~appropriately~~ including abbreviation, initials, acronyms, and organizations;

(vii)   correct spelling; including commonly confused terms such as its and it's and affect and effect; and

(vii)   ~~differentiate between commonly confused terms such as its and it's and affect and effect.~~

(iii)   ~~parallel structure;~~

(v) ~~subject-verb agreement;~~

~~(viii)~~ ~~use proper mechanics for referencing titles of books;~~

(viii) proper mechanics for referencing titles of books;

(E) publish written work for appropriate audiences;

(F) use the elements of craft to advance the writer's purpose when composing by:

(i) developing an engaging idea reflecting depth of thought with specific details and relevance;

(ii) organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;

(ii) using intentional word choice, precise nouns, and strong action~~s~~ verbs;

(iv) constructing a variety of sentence structures and lengths; and

(v) ~~using author's craft to~~ developing voice;

(G) compose literary texts including personal narratives, fiction, and poetry using genre characteristics and ~~author's~~ craft;

(H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and ~~author's~~ craft ~~including essays~~;

(I) compose argumentative texts using genre characteristics and ~~author's~~ craft; and

(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student selected and teacher guided questions for formal and informal inquiry;

(B) develop a plan;

(C) gather ~~and synthesize~~ information from a variety of sources;

(D) ~~determine credibility of primary and secondary sources~~; critically examine sources for

(i) credibility and bias; and

(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotype;

(E) synthesize information from a variety of sources;

~~(F)~~ ~~demonstrate understanding using appropriate mode of delivery;~~

~~(i)~~ ~~display academic citations; and~~

~~(ii)~~ ~~use source materials ethically; and~~

(F) display academic citations and references to use source materials ethically; and

(G) incorporate digital technology, when appropriate.

<table>
<tr><td>Commented [A52]:</td><td>Included in Di of this strand</td></tr>
<tr><td>Commented [A53]:</td><td>Encompassed in citing of sources in research</td></tr>
<tr><td>Commented [A54]:</td><td>Clarity</td></tr>
<tr><td>Commented [A55]:</td><td>Typo</td></tr>
<tr><td>Commented [A56]:</td><td>For clarity</td></tr>
<tr><td>Commented [A57]:</td><td>unnecessary</td></tr>
<tr><td>Commented [A58]:</td><td>Added for clarity</td></tr>
<tr><td>Commented [A59]:</td><td>Edit for clarity</td></tr>
<tr><td>Commented [A60]:</td><td>Reinforces integration of skills; inquiry is beyond just a research paper</td></tr>
<tr><td>Commented [A61]:</td><td>Split from current C into two parts because it better reflects the order of the inquiry cycle.</td></tr>
<tr><td>Commented [A62]:</td><td>VA E/SLAR; so that these expectations are integral skills not a subset Grade 7 and 8 replacement also recommended</td></tr>
</table>

English Language Arts and Reading, Grade 7

(a)   Introduction.

   (1)   The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

   (2)   The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated and throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

   (3)   Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

   (4 3)   English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

   (5 4)   Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.

   (6 5)   Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

   (7 6)   Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b)   Knowledge and skills.

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

(A)   develop oral language through listening and speaking by:

(i)   employing strategies to support active listening; ~~giving an organized presentation with a specific point of view~~;

(ii)   employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and ~~developing strategies to support active listening; and~~

(iii)   giving an organized presentation with a specific point of view; and ~~adjusting content of interview questions based on new information and answers~~.

(B)   develop vocabulary by ~~to~~:

(i)   using ~~a variety of resources~~ print and digital resources ~~and web-based~~ to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context;

(ii)   using context ~~and structure~~ within and beyond a sentence to ~~determine or~~ clarify the meaning of unfamiliar or multiple meaning words; and

(iii)   determining the meaning and usage of grade-level academic English words derived from Greek and Latin including: omni, log/logue, gen, vid/vis, phil, luc, and sens/sent; and

(C)   adjust~~ing~~ fluency when reading grade-level text based on the reading purpose; and

(D)   self-select text and read independently for a sustained period of time.

(2)   Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A)   establish purpose for reading assigned and self-selected texts; ~~and~~

(B)   generate questions about text before, during, and after reading to deepen understanding and gain information;

(C)   make and confirm predictions using text features, characteristics of genres, ~~elements~~ and structures;

(D)   create mental images to deepen understanding;

(E)   make connections to personal experiences, to ideas in other texts, and to the larger community to ~~activate prior knowledge~~;

(F)   make inferences and use evidence to support understanding;

(G)   evaluate ~~prioritize~~ information read to determine what is most important;

(H)   synthesize information to create new understanding; and

(I)   monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.

Commented [A63]: D was moved up to A and vice-versa for vertical alignment

Commented [A64]: We added this to 7th grade because it was on 6th grade and we felt it was important to continue.

Commented [A65]: This could be streamlined because it fits with the research strand B & C. An interview would fall under "variety of sources."

Commented [A66]: Change to align with 6th & 8th grade

Commented [A67]: streamlining

Commented [A68]: As a committee, we discussed that at the 6-8 level, we recognize that fluency encompasses rate, accuracy, and prosody.

Commented [A69]: A-I moved around for vertical alignment

(3)   Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A)   describe the personal and emotional ~~impact of and personal~~ connections to a variety of sources including self-selected texts;

(B)   use text evidence to support an appropriate response; ~~interpret ideas from a variety of sources and provide relevant text evidence;~~

(C)   paraphrase and ~~or~~ summarize texts in ways that maintain meaning and logical order;

(D)   interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ~~use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways~~;

(E)   respond using newly acquired vocabulary as appropriate;

(F)   express and write about the implicit and explicit meanings of text;

(G)   compare ~~multiple~~ sources within and across ~~including different~~ genres and write a response with accurate ~~and relevant~~ text evidence;

(H)   respond orally or in writing ~~to various audiences~~ with appropriate register, vocabulary, and voice; and ~~respond to ideas and feedback about personal and academic writing; and~~

(I)   reflect on and adjust responses when valid evidence is presented.

(4)   Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments. The student is expected to:

(A)   listen actively to interpret a ~~speaker's~~ message and ~~by~~ ask~~ing~~ clarifying questions that build on other's ideas;

(B)   work productively with others to analyze a task ~~problem~~ to be solved and develop a plan with clear goals and deadlines ~~using multiple strategies to solve the problem~~;

(C)   engage in meaningful discourse ~~inquiry and dialogue~~ and provide and accept constructive feedback from others; and

(D)   evaluate the effectiveness of the collaborative interactions ~~collaboration~~.

(5)   Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

(A)   develop an understanding of ~~recognize~~ how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, legends and myths, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text;~~.~~

(B)   recognize characteristics and structures of literary texts including:

(i)   analyzing texts ~~summarizing complex plots~~ with one or more subplots;

(ii)   explaining the influences of setting(s) on ~~in~~ character and plot development in works with one or more subplots;

(iii)   analyz~~ing~~e how the internal and external responses of characters develop the plot; ~~the development of plot through the internal and internal responses of characters including their relationships and conflicts;~~

Commented [A70]: Comprehension is an internal process. Metacognition is thinking about our thinking and is assessed through response

Commented [A71]: Clarifies and simplifies language

Commented [A72]: Analytical response is the most difficult for students and must start early. The wording is open ended enough to differentiate based on the complexity of the text.

Commented [A73]: Changed wording to align with other grade levels and for consistency

Commented [A74]: Students need to apply vocabulary they have learned

Commented [A75]: Provides clarity and streamlines

Commented [A76]: Reworded to align k-12

Commented [A77]: Professional organizations feedback

Commented [A78]: Alignment between elementary and high school

Commented [A79]: Diverse is a broader term that includes all cultures and communities

Commented [A80]: Moved from (F) to (A) for vertical alignment

Commented [A81]: More appropriate

Commented [A82]: Added so realistic fiction is included

Commented [A83]: Consider using the following definition from Fountas and Pinnell, Genre Study, "a nonfiction and a fiction genre are included in one text. Genres may be blended or in different sections."

Commented [A84]: The focus is to analyze, not to create a summary and the word complex is unnecessary

Commented [A85]: clarification

Commented [A86]: reworded to keep the SE focused on characters

(iv)   explaining how the theme(s) is developed ~~interpret complex themes in which there are multiple perspectives~~; and

(v)   analyzing how language contributes to the meaning of a poem ~~the form (including)~~; and

(vi)   analyzing how a playwright develops plot through the use of dialogue and stage directions; and~~.~~

(C)   recognize characteristics and structures of informational text including:

(i)   identifying the controlling idea or thesis;

(ii)   explaining how ~~the~~ text is designed to organize and convey ideas; and

(iii)   analyzing how multiple organizational structures develop the main ideas and the author's viewpoint; and~~.~~

(D)   recognize characteristics and structures of ~~persuasive or~~ argumentative text including:

(i)   ~~analyzing the argument by~~ identifying the claim the author presents in the thesis; and

(ii)   analyze the evidence presented and explain how the author anticipates and answers readers' concerns. ~~and counter~~ arguments; and

(E)   analyze and construct multimodal texts and digital literacies for a variety of purposes.

~~(F)   analyze how the form (including) contributes to the meaning of a poem; and~~

(6)   Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

(A)   identify and analyze the author's purpose and message ~~of and~~ within a text;

(B)   ~~identify and~~ explain how a text structure contributes to the author's purpose;

(C)   interpret the author's use of print and graphic features to achieve specific purposes;

(D)   explain the effect of literal and figurative language including metaphor, simile, personification, and imagery to achieve intended purposes;

(E)   identify and analyze how the ~~an~~ author's use of language contributes to the mood, voice and tone~~, and style~~ of a text;

(F)   identify and analyze the use of literary devices including subjective and objective point of view and foreshadowing to achieve a specific purpose; and

~~(G)   identify and analyze the use of rhetorical devices including hyperbole and stereotyping.~~

(G)   discuss the use of rhetorical devices including loaded language.

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

(A)   plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews;

(B)   develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts ~~independently and collaboratively~~ to ensure clarity, development, organization, style, word choice, and sentence fluency;

(D) edit drafts ~~independently and collaboratively~~ using standard English conventions ~~of grammar, spelling, capitalization, and punctuation,~~ including:

    (i) complete simple, compound, and complex sentences with correct subject-verb agreement ~~sentence combining techniques to write with variety;~~;

    (ii) consistent verb tenses;

    (iii) appropriate ~~use~~ pronouns ~~for clarity~~;

    (iv) ~~parallel structure~~; commas in appositive phrases and after transitions, ~~and~~ introductory words, phrases, and clauses;

    (v) semicolons ~~and colons~~ when appropriate;

    (vi) ~~;~~ correct punctuation of dialogue and citation(s); ~~subject-verb agreement; quotation marks including for dialogue and citation~~

    (vii) correct capitalization ~~use prepositions and prepositional phrases and their influence on subject-verb agreement~~;

    (viii) correct spelling ~~, including using various resources to determine and check correct spellings~~; and

    (ix) ~~use subordinating conjunctions such as because and since;~~

    (x) ~~~~

    (xi) ~~differentiate between commonly confused terms such as its and it's and affect and effect;~~

    (xii) ~~use conventions of for proper nouns appropriately including abbreviations, initials, acronyms, and organization; and~~

    (xiii) ~~~~

(E) publish written work for appropriate audiences;

(F) use the elements of craft to advance the writer's purpose when composing by:

    (i) developing an engaging idea reflecting depth of thought with specific details and relevance;

    (ii) organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;

    (iii) using intentional word choice, precise nouns, and strong action~~s~~ verbs;

    (iv) constructing a variety of sentence structures and lengths; and

    (v) ~~using author's craft to~~ develop~~ing~~ voice;

(G) compose literary texts including personal narratives, fiction and poetry using genre characteristics and ~~author's~~ craft;

(H) compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and ~~author's~~ craft;

(I) compose argumentative texts using genre characteristics and ~~author's~~ craft; and

(J) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate student selected and teacher guided questions for formal and informal inquiry;

(B) develop a plan;

(C) gather ~~and synthesize information from~~ a variety of sources;

(D) critically examine sources for ~~determine credibility of primary and secondary sources;~~

    (i) credibility and bias; and

    (ii) faulty reasoning, including hyperbole, emotional appeals, and stereotype; and

(E) synthesize information from a variety of sources;

~~(F) demonstrate understanding using appropriate mode of delivery:~~

    ~~(i) display academic citations; and~~

    ~~(ii) use source materials ethically; and~~

(F) display academic citations and references to use source materials ethically; and

(G~~F~~) incorporate digital technology, when appropriate.

Commented [A116]: Reinforces integration of all strands, research goes beyond a research paper

Commented [A117]: This was from 8.C just separated into two SE's to better reflect the order of the inquiry cycle

Commented [A118]: VA E/SLAR; so that these expectations are integral skills not a subset
Grade 7 and 8 replacement also recommended

English Language Arts and Reading, Grade 8

(a)   Introduction.

(1)   The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas; they are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2)   The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated and throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3)   Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4 3)   English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5 4)   Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter A B.

(6 5)   Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline. Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey, & Rothenberg, 2008).

(7 6)   Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b)   Knowledge and skills

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

(A)   develop oral language through listening and speaking by:

(i)   developing strategies to support active listening;

(ii)   employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; ~~adjusting content of interview questions based on new information and answers.~~ and

(iii)   giving an organized presentation with a specific point of view; and

(B)   develop vocabulary by ~~to~~:

(i)   us~~ing~~e ~~a variety of resources~~ print, and digital resources, ~~and web-based~~ to determine the meanings, syllabication, pronunciations, parts of speech, and alternate word choices of words in context; ~~including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;~~

(ii)   us~~ing~~e context ~~and structure~~ within and beyond a sentence ~~and in larger sections of text~~ to ~~determine or~~ clarify the meaning of unfamiliar or ambiguous words ~~with novel meanings~~; and

(iii)   determin~~ing~~e the meaning and usage of grade-level academic English words derived from Greek and Latin including ast, qui, path, mand/mend and duc; and

(C)   adjust~~ing~~ fluency when reading grade-level text based on the reading purpose; and

(D)   self-select text and read independently for a sustained period of time.

(2)   Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:

(A)   establish purpose for reading assigned and self-selected texts and make and confirm predictions using text features, elements, and structures;

(B)   generate questions about text before, during, and after reading to deepen understanding and gain information;

(C)   make and confirm predictions using text features, characteristics of genre ~~elements~~, and structures;

(D)   create mental images to deepen understanding;

(E)   make connections to personal experiences, to ideas in other texts, and to the larger community ~~to activate prior knowledge~~;

(F)   make inferences and use evidence to support understanding;

(G)   evaluate ~~prioritize~~ information read to determine what is most important;

(H)   synthesize information to create new understanding; and

(I)   monitor comprehension and make ~~corrections and~~ adjustments when understanding breaks down.

Commented [A119]: Proposed area for streamlining because it fits with the research strand B and C. An interview would fall under a "variety of sources."

Commented [A120]: We want to rearrange the order of these to support developmental appropriateness

Commented [A121]: Changed for VA with 3-5

Commented [A122]: Changed to align with 6th grade and to better address student needs
Increase scope of resources from 5th grade

Commented [A123]: Context is structure. Deleted structure for streamlining.

Commented [A124]: Wanted to show that you can use context at a bigger level to check context

Commented [A125]: Deleted "determine" and "novel meanings" to streamline

Commented [A126]: We are no longer listing the aspects of fluency, like grades 1-5. The committee determined that fluency encompasses rate, accuracy, and prosody; we are wanting students to adjust fluency based on their reading purpose.

Commented [A127]: These stay the same because comprehension skills are the same throughout the grade levels

Commented [A128]: Moved for VA

Commented [A129]: Changed for VA based on strand 2 committee decisions

Commented [A130]: VA

Commented [A131]: Changed for clarity and VA

Commented [A132]: Changed for clarity and VA

(3)   Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:

(A)   describe the personal and emotional impact of and personal connections to a variety of sources including self-selected texts;

(B)   use text evidence to support an appropriate response; discuss and defend or challenge insights gained from a variety of sources using accurate and relevant text evidence;

(C)   paraphrase and or summarize texts in ways that maintain meaning and logical order;

(D)   interact with a variety of sources read, heard, or viewed in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(E)   respond using newly acquired vocabulary as appropriate;

(F)   express and write about the implicit and explicit meanings of text;

(G)   compare multiple sources within and across including different genres and write a response with accurate and relevant text evidence and relevant commentary;

(H)   respond orally or in writing to various audiences with appropriate register, vocabulary, and voice;

respond to ideas and feedback about personal and academic writing; and

(I)   reflect on and adjust responses when valid evidence is presented; and

(J)   discuss and defend or challenge authors' claims insights gained from a variety of sources using accurate and relevant text evidence.

(4)   Collaboration: Listening, Speaking, Reading, and Writing using Multiple Texts. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:

(A)   listen actively to interpret a message by a speaker's message by summarizing, asking questions, and making comments when appropriate;

(B)   work productively with others to analyze a task problem to be solved, and develop a plan with clear goals and deadlines using multiple strategies to solve the problem;

(C)   engage in meaningful discourse inquiry and dialogue and provide and accept constructive feedback from others; and

(D)   evaluate the effectiveness of the collaborative interactions collaboration.

(5)   Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:

(A)   develop an understanding of recognize how forms and structures are the same and different within and across genres such as realistic fiction, historical fiction, epics and ballads, fantasy, science fiction, biographies, autobiographies, memoirs, informational text, primary source documents, narrative nonfiction, argumentative text, poetry, drama, and hybrid text.;

(B)   recognize characteristics and structures of literary texts including:

    (i)   analyzing complex linear and nonlinear plots with one or more subplots;

    (ii)   analyzing the influence of setting(s) on in character and plot development; in linear and nonlinear plots;

Commented [A133]: Justification of the strand: Comprehension is an internal process. Metacognition is thinking about our thinking and is assessed through response.

Commented [A134]: Clarify and simplify language. See Margaret Hill expert review.

Commented [A135]: Moved for VA

Commented [A136]: Cut for clarity

Commented [A137]: Cut because this is in the KS statement

Commented [A138]: Students need to apply vocabulary they have learned

Commented [A139]: Changed for clarity of meaning

Commented [A140]: streamlining

Commented [A141]: For Vertical Alignment

Commented [A142]: Clarity

Commented [A143]: Committee discussion: Do we need this or is it represented in the Response/Foundational Skills strand?

Commented [A144]: Vertical alignment

Commented [A145]: Cut for clarity

Commented [A146]: Changed for clarity. Professional organizations feedback.

Commented [A147]: Align language with Eng 1-4

Commented [A148]: Diverse is a broader term that includes all cultures and communities.

Commented [A149]: This is more developmentally appropriate

Commented [A150]: Added because we didn't want realistic fiction to not be taught.

Commented [A151]: Removed because of grade level considerations

Commented [A152]: Definition from Fountas and Pinnell Genre Study: "A nonfiction and a fiction genre are including within one text. Genres may be blended or in different sections," (173).

Commented [A153]: Moved from F to A for vertical alignment.

Commented [A154]: Cut for clarity

Commented [A155]: For assessment purposes

Commented [A156]: Eliminating redundancy

<dd>
<dl>
<dt>(iii)</dt> <dd>analyzing how the central characters' qualities influence the resolution of the central conflict and the theme;</dd>
<dt>(iv)</dt> <dd>explaining how the theme(s) is developed interpreting complex themes which there are multiple perspectives;</dd>
<dt>(v)</dt> <dd>analyzing how the language and form contribute to or structure support the meaning of a poem; and</dd>
<dt>(vi)</dt> <dd>analyzing how playwright(s) develop characters characterize their protagonists and antagonists through the dialogue and staging of their plays; and</dd>
</dl>
</dd>

(C) recognize characteristics and structures of informational text including:

    (i) identifying the controlling idea or thesis;

    (ii) explaining how the text is designed to organize and convey ideas; and

    (iii) analyzing evaluating the author's use of multiple structures to organize information coherently; and

(D) recognize characteristics and structures of persuasive or argumentative text including:

    (i) analyzing the argument by identifying the claim the author presents in the thesis; and

    (ii) explaining how the author anticipates and answers readers' concerns and counter-arguments; and

(E) analyze and construct multimodal texts and digital literacies for a variety of purposes.

(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:

(A) identify and analyze the author's purpose and message of a within a texts;

(B) identify and explain how a text structure contributes to an the author's purpose;

(C) interpret and analyze the author's use of print and graphic features to achieve specific purposes;

(D) explain the effect of literal and figurative language including imagery extended metaphors, and symbolism to achieve intended purposes;

(E) identify and analyze how an the author's use of language contributes to the mood, voice and tone style of a text;

(F) identify and analyze the use of literary devices including subjective and objective point of view and irony to achieve a specific purpose; and

(G) discuss the use of rhetorical devices including rhetorical questions and loaded language.

(G) identify and analyze the use of rhetorical devices including bandwagon appeals, repetition, and

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

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, and interviews;

Commented [A157]: Re-worded for clarity and assessment

Commented [A158]: Cut because form and structure are different, and we want the focus to be on form. Form—The way the parts of them poem organized.

Commented [A159]: Moved from E.
Not a stand-alone standard. It's a form of literature.
Moved above drama because it's through all the grade levels.

Commented [A160]: Added parentheses around s for assessment purposes.

Commented [A161]: Changed to not limit the terms protagonist and antagonist to one type of literature

Commented [A162]: Added from previous TEKS.

Commented [A163]: Moved from i to ii

Commented [A164]: Changed the verb because this is still a stepping stone from 7th grade.

Commented [A165]: Moved from ii to iii

Commented [A166]: Dropped for VA

Commented [A167]: Changed into two SEs because it was too much in one

Commented [A168]: Students are reading more complex texts, therefore students need to identify and then analyze.

Commented [A169]: Clarity.

Commented [A170]: We don't want kids to just name a structure.

Commented [A171]: Revised for clarity.

Commented [A172]: Revised for clarity

Commented [A173]: Added to continue the learning for students.
Cut Extended metaphors because it's very hard to find grade-appropriate texts that have this.

Commented [A174]: For vertical alignment

Commented [A175]: Changed after a great deal of discussion with HS and ESOL and 3-5. This is a more accessible level for MS students.

Commented [A176]: Added for scaffolding purposes for HS.

Commented [A177]: Covered in strand 8

(B)   develop drafts by choosing an effective organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;

(C)   revise drafts ~~independently and collaboratively~~ to ensure clarity, development, organization, style, word choice, and sentence fluency;

(D)   edit drafts ~~independently and~~ ~~collaboratively~~ using standard English conventions ~~of grammar, spelling, capitalization, and punctuation,~~ including:

    (i)   complete simple, compound, complex, and compound-complex sentences with correct subject-verb agreement ~~sentence-combining techniques to write with variety;~~;

    (ii)   consistent verb tenses;

    (iii)   appropriate pronouns;

    (iv)   commas in appositive phrases and after transitions, ~~and with~~ introductory words, phrases, and clauses ~~structures~~;

    (v)   semicolons, colons, and parentheses ~~ellipses~~ when appropriate;

    ~~(iv)~~   ~~parallel structure~~

    ~~(vi)~~   ~~subject-verb agreement;~~

    (vi)   correct punctuation of dialogue and citation(s) ~~, including~~;

    ~~(vii)~~   ~~differentiate between commonly confused terms such as its and it's and affect and effect;~~

    (vii)   correct capitalization; ~~for proper nouns appropriately and for stylistic purposes;~~ and

    (viii)   correct spelling; and

    ~~(x)~~   ~~punctuating complex sentence correctly;~~

(E)   publish written work for appropriate audiences;

(F)   use the elements of craft to advance the writer's purpose when composing by:

    (i)   developing an engaging idea reflecting depth of thought with specific details and relevance;

    (ii)   organizing with ~~sound and~~ purposeful structure including an effective lead, transitions, sentence-to-sentence connections, and closing;

    (iii)   using intentional word choice, precise nouns, and strong action~~s~~ verbs;

    (iv)   constructing a variety of sentence structures and lengths; and

    (v)   developing voice ~~using author's craft to develop voice~~; and

(G)   compose literary texts including personal narratives, fiction and poetry using genre characteristics and ~~author's~~ craft;

(H)   compose informational texts including multi-paragraph essays that convey information about a topic using genre characteristics and ~~author's~~ craft ~~including essays~~;

(I)   compose argumentative texts using genre characteristics and ~~author's~~ craft; and

(J)   compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Commented [A178]: Removed for clarity

Commented [A179]: Removed for clarity.

Commented [A180]: Deleted repetitive language.

Commented [A181]: Cut because this is covered in F(iv)

Commented [A182]: Changed to scaffold from lower grade levels.

Commented [A183]: Added for VA

Commented [A184]: Changed for clarity

Commented [A185]: Changed for clarity.

Commented [A186]: Parentheses are more appropriate to teach here because we're also teaching appositive phrases, and parentheses can be used for this also.

Commented [A187]: Removed from 6-8 because it's a nonessential skill for middle school. It can be a stylistic choice, which is a higher-level skill.

Commented [A188]: Deleted because it is covered in new D(i)

Commented [A189]: This isn't new, just edited. But I can't change the green for some reason.
Edited for clarity.

Commented [A190]: Cut because we're covering it only in 6th grade

Commented [A191]: Aligns with high school.

Commented [A192]: VA

Commented [A193]: Streamlining. Editing for these types of sentences is included in D(i)

Commented [A194]: Edited for clarity

Commented [A195]: Typo

Commented [A196]: Typo

Commented [A197]: Changed for vertical alignment and clarity of purpose

Commented [A198]: Moved for clarity

Commented [A199]: Changed because students are the authors

Commented [A200]: Changed because this is what we want students to be doing. This is more clear.

Commented [A201]: Edits for clarity

Commented [A202R201]:

(8)   Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

   (A)   generate student selected and teacher guided questions for formal and informal inquiry;

   (B)   develop a plan;

   (C)   gather ~~and synthesize~~ information from a variety of sources;

   (D)   critically examine sources for ~~determine credibility of primary and secondary sources~~;

        (i)   credibility and bias, including omission; and

        (ii)   faulty reasoning, including bandwagon appeals, repetition, and loaded language;

   (E)   synthesize information from a variety of sources;

   ~~(F)   demonstrate understanding using appropriate mode of delivery:~~

        ~~(i)   display academic citations; and~~

        ~~(ii)   use source materials ethically; and~~

   (F)   display academic citations and references to use source materials ethically; and

   (G)   incorporate digital technology, when appropriate.

Commented [A203]: Moved synthesis down after you examine sources

Commented [A204]: FOR BREAKOUTS: Please put omission only with bias—not with credibility

Commented [A205]: Reinforces integration of skills. Inquiry is beyond just a research project.

Commented [A206]: This was split from current C into two parts because it better reflects the order of the inquiry cycle

Commented [A207]: VA E/SLAR; so that these expectations are integral skills not a subset
Grade 7 and 8 replacement also recommended

DRAFT