

**Report of the State Board of Education
Committee of the Full Board
June 20, 2017**

The State Board of Education Committee of the Full Board met at 9:04 a.m. on Tuesday, June 20, 2017, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. The following members of the committee were present:

Presiding: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez; Marisa B. Perez-Diaz; Marty Rowley

Absent: Geraldine “Tincy” Miller

Public Testimony

This item provides an opportunity for the public to present testimony at the time the related item comes up for committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section (yellow pages) of the agenda.

The Committee of the Full Board heard public testimony on agenda item #5. Information regarding the individuals who presented public testimony is included in the discussion of that item.

DISCUSSION ITEMS

1. Commissioner's Comments
(Board agenda page I-59)

Commissioner of Education Mike Morath discussed the new State of Texas Assessments of Academic Readiness (STAAR®) Report Card, which he said is written in easy-to-understand terms and provides information to parents, such as a recommended reading list and the ability to access the actual STAAR test questions. He also discussed the newly passed HB 22, which revises the A-F accountability rating system. Beginning in August 2018, districts will be rated on three domains, instead of five, and will be awarded letter grades. Campuses will be rated using the A-F system, beginning in August 2019. He also answered questions from the board.

2. Legislative Update
(Board agenda page I-61)

Julie Kopycinski, director of governmental relations, provided the Committee of the Full Board a summary of the SBOE’s legislative recommendations and the bills that passed impacting those recommendations, a list of SBOE related legislation and copies of the Governor’s veto statements on education related bills. She also provided the committee with a copy of the Governor’s press release announcing the July special session. Ms. Kopycinski provided an overview of the documents provided.

3. Ethics Training

(Board agenda page I-63)

Chris Maska, ethics advisor, presented the SBOE with its yearly ethics training. In particular, new Ethics Commission Opinions and new ethics laws were presented. Questions were entertained about the new opinions and laws. In addition, Mr. Maska responded to general ethics questions by board members.

ACTION ITEM

4. Approval of *Proclamation 2019 Questions and Answers*

(Board agenda page I-1)

[Official agenda item #3]

Kelly Callaway, senior director, instructional materials division, explained that approval of the questions and answers document is a regular part of the proclamation process. She pointed out several questions in the draft that had not been previously approved.

Mrs. Bahorich requested the addition of a question and answer about spelling and handwriting.

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education approve Proclamation 2019 Questions and Answers as amended. (Mrs. Cargill was absent for the vote).*

DISCUSSION ITEM

5. Public Hearing on Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School

(Board agenda page I-85)

Public testimony was provided by the following individuals:

NAME: Jennifer Wilkerson

AFFILIATION: Self

NAME: Vicki Rowe

AFFILIATION: High School Writing Committee

ACTION ITEM

6. Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School

(Second Reading and Final Adoption)

(Board agenda page I-5)

[Official agenda item #4]

MOTION: *It was moved by Mr. Rowley and seconded by Ms. Hardy to recommend that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School, with an effective date of 20 days after filing as adopted with the Texas Register.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mr. Mercer, and carried to recommend that the State Board of Education amend (c)(1)(A) in §§110.36, 110.37, 128.34, and 128.35 to read:*

“engage in meaningful and respectful discourse by listening ~~listen~~ actively, responding ~~respond~~ appropriately, and adjusting ~~adjust~~ communication to audiences and purposes;

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mr. Bradley, and carried to recommend that the State Board of Education amend §110.38(c)(1)(A) to read:*

“engage in meaningful and respectful discourse when evaluating ~~evaluate~~ the clarity and coherence of a speaker's message and critiquing ~~critique~~ the impact of a speaker's use of diction and syntax ~~on an~~ audience;

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(1)(A) to read:*

“engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies ~~assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery;~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(5)(I) in §§110.36, 110.37, 110.38, and 110.39 and (c)(7)(I) in §128.34 and §128.35 to read:*

“reflect on and adjust responses when valid evidence warrants ~~as new evidence is presented;~~ and

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend (c)(9)(C) in §110.36 and §110.37 and (c)(11)(C) in §128.34 and §128.35 to read:*

“revise drafts to improve for clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses fluency, including parallel structure;

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(9)(C) and §110.39(c)(9)(C) to read:*

“revise drafts to improve for clarity, development, organization, style, diction, and sentence fluency, both within and between sentences including parallel structure;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(5)(C) in §§110.36, 110.37, 110.38, 110.39 and (c)(7)(C) in §128.34 and §128.35 to read:*

“use text evidence and original commentary to support an appropriate response;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.36(c)(6)(A) and §128.34(c)(8)(A) to read:*

“analyze how themes are developed through characterization and plot in a variety of literary texts different authors present similar themes across texts;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.37(c)(6)(A) and §128.35(c)(8)(A) to read:*

“analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures compare and contrast differences in similar themes expressed across a variety of works;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.37(c)(6)(B) and §128.35(c)(8)(B) to read:*

“analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events analyze how authors use events of historical and cultural periods to shape characters;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.37(c)(6)(D) and §128.35(c)(8)(D) to read:*

“analyze how compare and contrast historical and cultural settings influence characterization, plot, and theme across texts.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(6)(A) to read:*

“analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts analyze themes representing different cultures across texts using text evidence;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(6)(B) to read:*

“analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme ~~analyze differences in characters’ moral dilemmas in works of fiction across different countries or cultures;~~”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(6)(D) to read:*

“~~analyze describe~~ how the setting reflects historical, social, and economic context of setting(s) influences the plot, characterization, and theme.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.39(c)(6)(B) to read:*

“~~analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme analyze the moral dilemmas and quandaries as revealed by the underlying motivations and behaviors of the characters;~~”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(7)(C) to read:*

“~~analyze how the relationships among dramatic elements advance the plot analyze the function of archetypes and motifs;~~”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.39(c)(6)(D) to read:*

“~~evaluate how the historical, social, and economic context the impact~~ of setting(s) influences the plot, characterization, and theme and how setting reflects historical, social, and economic aspects of a story.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(7)(E)(i) in §110.38 and §110.39 to read:*

“clear arguable thesis, appeals, structure of the argument, ~~and~~ convincing conclusion, and call to action;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(7)(E)(ii) in §110.36 and §110.37 and (c)(9)(E)(ii) in §128.34 and §128.35 to read:*

“~~various types of evidence and treatment of counter arguments, including types of evidence, concessions, and rebuttals call to action;~~ and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(7)(E)(ii) in §110.38 and §110.39 to read:*

“~~various types of evidence and treatment of counter arguments, including concessions, and rebuttals call to action;~~ and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.37(c)(8)(G) and §128.35(c)(10)(G) to read:*

“analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(8)(G) and §110.39(c)(8)(G) to read:*

“analyze the effects ~~effect~~ of rhetorical devices and logical fallacies on the way the text is read and understood.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(10)(B) in §110.36 and §110.37 and (c)(12)(B) in §128.34 and §128.35 to read:*

“compose informational texts such as personal ~~or informative~~ essays, explanatory essays, and reports using genre characteristics and craft;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §110.38(c)(10)(B) and §110.39(c)(10)(B) to read:*

“compose informational texts such as resumes, ~~and personal and informative~~ essays, explanatory essays, and reports using genre characteristics and craft;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education add new §110.38(c)(10)(E) to read:*

“compose literary analysis using genre characteristics and craft; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education add new §110.39(c)(10)(F) to read:*

“compose rhetorical analysis using genre characteristics and craft.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend (c)(11)(H) in §§110.36, 110.37, 110.38, and 110.39 and (c)(13)(H) in §128.34 and §128.35 to read:*

“display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and”

MOTION AND VOTE: *It was moved by Mrs. Baborich and carried to recommend that the State Board of Education amend §§110.36, 110.37, 110.38, and 110.39 to move (c)(10)(G) to (c)(10)(F) and renumber accordingly and to move (c)(13)(G) to (c)(13)(F) in §128.34 and §128.35 and renumber accordingly.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(1)(C) and §128.34(c)(1)(F) to read:*

“give a presentation ~~presentations~~ using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(2)(C) and §128.34(c)(3)(D) to read:*

“determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat ~~emptor~~, carte blanche, tête-à-tête, ~~pas de deux~~, bon appétit, and quid pro quo.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(4)(C) and §128.34(c)(6)(C) to read:*

“make; and correct; or confirm predictions using text features, characteristics of genre, and structures;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(4)(H) and §128.34(c)(6)(H) to read:*

“synthesize information from two texts to create new understanding; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(A) and §128.34(c)(9)(A) to read:*

“read and respond to demonstrate knowledge of American, British, and world literature ~~across literary periods~~;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(7)(D)(ii) and §128.34(c)(9)(D)(iii) to read:*

“~~multiple~~ organizational design and patterns within a text to ~~develop the~~ thesis;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone that the State Board of Education amend §110.36(c)(8)(A)-(D) to read:*

“(A) identify and analyze author's purpose, audience, and message within a text;

“(B) identify and analyze use of text structure to achieve the author's purpose;

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

“(D) identify and analyze how the author's use of language achieves specific purposes;”

The motion failed.

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(8)(E) and §128.34(c)(10)(E) to read:*

“analyze the use of literary devices such as ~~point of view~~, irony, and oxymoron to achieve specific purposes;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(9)(B)(i) and §128.34(c)(11)(B)(i) to read:*

“~~using an organizing structure appropriate to purpose, audience, topic, and context~~ ~~organizing with purposeful structure, including a strategic introduction, transitions, coherence within and across paragraphs, and a conclusion;~~ and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(11)(A) and §128.34(c)(13)(A) to read:*

“develop ~~student selected~~ questions for formal and informal inquiry;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.36(c)(11)(B) and §128.34(c)(13)(B) to read:*

“critique the research process at each step to implement changes as needs occur ~~the need occurs~~ and are ~~is~~ identified;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(1)(C) and §128.35(c)(1)(F) to read:*

“~~give a formal presentation~~ ~~advance a coherent argument~~ that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(2)(B) and §128.35(c)(3)(B) to read:*

“analyze context to distinguish among ~~between~~ denotative, connotative, and figurative meanings of words; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(2)(C) and §128.35(c)(3)(D) to read:*

“determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(4)(C) and §128.35(c)(6)(C) to read:*

“make; and correct; or confirm predictions using text features, characteristics of genre, and structures;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(4)(H) and §128.35(c)(6)(H) to read:*

“synthesize information from multiple texts to create new understanding; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(7)(A) and §128.35(c)(9)(A) to read:*

“read and analyze ~~demonstrate knowledge of American, British, and~~ world literature across literary periods;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(7)(B) and §128.35(c)(9)(B) to read:*

“analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(8)(C) and §128.35(c)(10)(C) to read:*

“analyze ~~evaluate~~ the author's use of print and graphic features to achieve specific purposes;”

MOTION AND VOTE: *It was moved by Mr. Rowley to reconsider the vote on the amendment to §110.37(c)(8)(C) and §128.35(c)(10)(C). The motion to recommend that the State Board of Education amend §110.37(c)(8)(C) and §128.35(c)(10)(C) by replacing “evaluate” with “analyze” failed.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(8)(E) and §128.35(c)(10)(E) to read:*

“analyze the use of literary devices such as ~~point of view~~, irony, sarcasm, and motif to achieve specific purposes;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(9)(B)(i) and §128.35(c)(11)(B)(i) to read:*

“using an organizing structure appropriate to purpose, audience, topic and context ~~organizing with purposeful structure, including a strategic introduction, transitions, coherence within and across paragraphs, and a conclusion;~~ and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(9)(D)(v) and §128.35(c)(11)(D)(viii) to read:*

“punctuation, including commas, semicolons, colons, dashes, and parentheses ~~brackets, and ellipses~~ to set off phrases and clauses as appropriate; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(11)(A) and §128.35(c)(13)(A) to read:*

“develop ~~student selected~~ questions for formal and informal inquiry;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.37(c)(11)(B) and §128.35(c)(13)(B) to read:*

“critique the research process at each step to implement changes as needs occur ~~the need occurs~~ and are ~~is~~ identified;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(4)(C) to read:*

“make, and correct, or confirm predictions using text features, characteristics of genre, and structures;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(4)(G) to read:*

“evaluate details read to understand ~~determine~~ key ideas;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(4)(H) to read:*

“synthesize information from a variety of text types to create new understanding; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(4)(I) to read:*

“monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, ~~and~~ annotating, and using outside sources when understanding breaks down.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(5)(B) to read:*

“write responses that demonstrate analysis ~~understanding~~ of texts, including comparing texts within and across genres;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(5)(G) to read:*

“discuss and write about the explicit and ~~or~~ implicit meanings of text;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(5)(H) to read:*

“respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(A) to read:*

“read and analyze ~~demonstrate knowledge of~~ American, ~~British,~~ and world literature across literary periods;”

The motion passed with 7 members voting Aye and 3 members voting No as follows:

Aye: Mrs. Bahorich Mrs. Melton-Malone
 Mr. Bradley Mr. Mercer
 Mrs. Cargill Ms. Pérez
 Dr. Ellis

No: Ms. Beltran Mr. Maynard
 Ms. Hardy

(Mr. Allen, Mr. Cortez, and Ms. Perez-Diaz were absent for the vote.)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(B) to read:*

“analyze relationships among characteristics of poetry, including open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(D)(i) to read:*

“clear thesis, strong relevant supporting evidence, pertinent examples, commentary, summary, and conclusion; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(7)(F) to read:*

“analyze the effectiveness of characteristics of multimodal and digital texts.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(9)(B)(i) to read:*

“using strategic organizational structures appropriate to purpose, audience, topic, and context ~~organizing with purposeful structure, including a strategic introduction, transitions, coherence within and across paragraphs, and a conclusion;~~ and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(9)(B)(ii) to read:*

“developing an engaging idea reflecting depth of thought with effective use of rhetorical devices ~~reasons~~, details, examples, and commentary;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(11)(A) to read:*

“develop ~~student selected~~ questions for formal and informal inquiry;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.38(c)(11)(B) to read:*

“critique the research process at each step to implement changes as needs occur ~~the need occurs~~ and are ~~is~~ identified;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(1)(C) to read:*

“formulate sound arguments and present ~~by~~ using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(2)(C) to read:*

“determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor ~~bona fide~~.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(4)(C) to read:*

“make, and correct, or confirm predictions using text features, characteristics of genre, and structures;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(4)(G) to read:*

“evaluate details read to analyze ~~determine~~ key ideas;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(4)(H) to read:*

“synthesize information from a variety of text types to create new understanding; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(4)(I) to read:*

“monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, ~~and~~ annotating, and using outside sources when understanding breaks down.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(5)(B) to read:*

“write responses that demonstrate analysis ~~understanding~~ of texts, including comparing texts within and across genres;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(5)(G) to read:*

“discuss and write about the explicit and ~~or~~ implicit meanings of text;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(5)(H) to read:*

“respond orally or in writing with appropriate register; and persuasive vocabulary, tone, and voice;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(6)(C) to read:*

“critique and evaluate how complex plot structures such as subplots contribute to ~~and devices function~~ and advance the action; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(A) to read:*

“read and analyze ~~demonstrate knowledge of American, British, and world~~ literature across literary periods;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(B) to read:*

“analyze the differences ~~changes~~ in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(D)(i) to read:*

“clear thesis, effective ~~relevant~~ supporting evidence, pertinent examples, commentary, summary, and conclusion; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(7)(F) to read:*

“critique and evaluate the effectiveness of characteristics of multimodal and digital texts.”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(8)(A) to read:*

“evaluate ~~analyze~~ author's purpose, audience, and message within a text;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(8)(F) to read:*

“evaluate how the author's diction and syntax contribute to the effectiveness ~~mood, voice, and tone~~ of a text; and”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(9)(B)(i) to read:*

“~~using strategic organizational structures appropriate to purpose, audience, topic, and context organizing with purposeful structure, including a strategic introduction, transitions, coherence within and across paragraphs, and a conclusion; and~~”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(9)(B)(ii) to read:*

“developing an engaging idea reflecting depth of thought with effective use of rhetorical devices ~~reasons~~, details, examples, and commentary;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(11)(A) to read:*

“develop ~~student-selected~~ questions for formal and informal inquiry;”

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §110.39(c)(11)(B) to read:*

“critique the research process at each step to implement changes as needs occur ~~the need occurs~~ and are is identified;”

MOTION AND VOTE: *It was moved by Ms. Hardy to recommend that the State Board of Education amend (c)(3) in §§110.36, 110.37, 110.38, and 110.39 and (c)(5) in §128.34 and §128.35 to read:*

“Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads ~~grade-appropriate~~ texts independently. The student is expected to:

“(A) self-select text and read independently for a sustained period of time; and

“(B) read for a variety of purposes.”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(1)-(3) and (c)(6)-(13), §128.35(c)(1)-(3) and (c)(6)-(13), and §128.36(c)(1)-(7) to read:*

“Based on the student's language proficiency level, and with the appropriately provided English language development scaffolding, the student is expected to:”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Bahorich, and carried to recommend that the State Board of Education amend §128.34(c)(1)(C) to read:*

“follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(1)(E) to read:*

“conduct an interview, including social, and informative, ~~and literary~~,”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(1)(F) to read:*

“give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and with increasing mastery of conventions of language to communicate ideas effectively;”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Bahorich, and carried to recommend that the State Board of Education strike §128.34(c)(1)(G).*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(2)(A) to read:*

“acquire, demonstrate, and apply phonetic knowledge; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(3)(B) to read:*

“discuss and analyze context and use cognates to determine denotation and connotation of unfamiliar words and phrases ~~analyze context to distinguish between the denotative and connotative meanings of words;~~”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(3)(E) to read:*

“identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(4) to read:*

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student is expected to adjust fluency when reading grade-level and language proficiency level text based on the reading purpose.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(5) to read:*

“Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade and language proficiency- appropriate texts with increasing independence ~~independently~~. The student is expected to self-select text and read independently for a sustained period of time.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(6) to read:*

“Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend ~~deepen comprehension~~ of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(6)(B) to read:*

“answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(6)(G) to read:*

“actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(7)(E) to read:*

“interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;”

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.34(c)(7)(K) to read:*

“express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in increasingly extended discussions.”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(8)(A)-(D) to read:*

“(A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;

“(B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

“(C) identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

“(D) identify and analyze how the setting influences the theme.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(9)(B)-(F) to read:*

- “(B) identify and analyze the structure and prosody and graphic elements such as line length, and word position in poems across a variety of poetic forms;
- “(C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- “(D) identify and analyze characteristics and structural elements of informational texts such as:
- “(E) identify and analyze characteristics and structural elements of argumentative texts such as:
- “(F) identify and analyze characteristics of multimodal and digital texts.

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.34(c)(9)(E) to read:*

“identify and analyze characteristics and structural elements of increasingly complex argumentative texts such as:”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(10)(A)-(F) and (H) to read:*

- “(A) identify and analyze author's purpose, audience, and message within a text;
- “(B) identify and analyze use of text structure to achieve the author's purpose;
- “(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;
- “(D) identify and analyze how the author's use of language achieves specific purposes;
- “(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
- “(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;
- “(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.34(c)(13)(J) to read:*

“use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.”

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.35(c)(1)(C) to read:*

“follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems and increasingly complex processes;”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education strike §128.35(c)(1)(E).*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(1)(F) to read:*

“give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;”

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.35(c)(3)(B) to read:*

“analyze context with an increasing ability to distinguish between denotative and figurative meanings of words;”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.35(c)(3)(E) to read:*

“use multiple-meaning words, homographs, homophones, and commonly confused terms with increasing accuracy ~~correctly~~; and”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(6)(B) to read:*

“generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(7)(K) to read:*

“express opinions, ideas, and feelings ranging from communicating in complete sentences to increasingly extended discussions.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(11)(B) to read:*

“develop drafts into an increasingly a focused, structured, and coherent piece of writing in timed and open-ended situations by:”

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.35(c)(11)(B)(ii) to read:*

“developing an engaging idea reflecting increasing depth of thought with specific details, examples, and commentary.”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(4) to read:*

“Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student is expected to adjust fluency when reading grade-level and language proficiency level text based on the reading purpose.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.35(c)(11)(E) to read:*

“use sentence-combining techniques to create an increasingly complex a variety of sentence structures and lengths;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(1)(E) to read:*

“understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics;”

MOTION: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §128.36(c)(2)(C) to read:*

“demonstrate comprehension of simple ~~increasingly complex~~ English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition;”

MOTION AND VOTE: *It was moved by Mr. Maynard and carried to recommend that the State Board of Education strike the word “simple” in §128.36(c)(2)(C).*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education amend §128.36(c)(2)(C). The motion carried as amended.*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(3)(B) to read:*

“speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(3)(F) to read:*

“express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short ~~extended~~ discussions;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(6)(A) to read:*

“produce legible work that demonstrates increasing accuracy in the ~~accurate~~ use of the English alphabet, ~~accurate~~ spelling, and the correct use of the conventions of punctuation and capitalization;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(6)(C) to read:*

“demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(6)(H) to read:*

“compile written ideas to form complete sentences and paragraphs;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(6)(L) to read:*

“use ~~writing~~ as a study tools, including writing, labeling, and sketching, ~~to~~ to clarify and remember information;”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried to recommend that the State Board of Education amend §128.36(c)(6)(N) to read:*

“use cohesive devices appropriately with increasing accuracy.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed new 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, and Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter C, High School, with an effective date of 20 days after filing as adopted with the Texas Register. The motion carried.*

(Mr. Bradley, Mr. Cortez, and Ms. Perez-Diaz were absent for the vote.)

DISCUSSION ITEM

7. Discussion of Pending Litigation
(Board agenda page I-91)

The committee did not discuss pending litigation; therefore, no executive session was held.

Mrs. Bahorich adjourned the meeting at 7:50 p.m.