

Proclamation 2011
of the
STATE BOARD OF EDUCATION

Advertising for Bids on
Instructional Materials

Volume 1 of 2

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Texas Education Agency

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Proclamation 2011 of the STATE BOARD OF EDUCATION

Advertising for Bids on Instructional Materials

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Proclamation 2011 Schedule of Adoption Procedures

- March 2008**
SBOE Meeting
- ▶ Commissioner of Education (COE) presents *Proclamation 2011* (for adoption in 2010 and implementation in the 2011–2012 school year) to the State Board of Education (SBOE) for discussion.
- April 2008**
- ▶ TEA conducts meeting to discuss maximum cost with interested publishers.
- May 2008**
SBOE Meeting
- ▶ Commissioner of Education (COE) presents *Proclamation 2011* to the State Board of Education (SBOE) for action.
 - ▶ SBOE issues *Proclamation 2011* including maximum cost.
- September 2008**
SBOE Meeting
- ▶ SBOE considers amendment to *Proclamation 2011* to add new Spanish ELAR TEKS.
-
- July 2009**
SBOE Meeting
- ▶ SBOE adopts Question and Answer (Q&A) document for *Proclamation 2011*.
- October 2009**
- ▶ Texas Education Agency (TEA) releases procedures for *Proclamation 2011* via the Texas Education Agency, Division of Instructional Materials and Educational Technology (IMET) website: <http://www.tea.state.tx.us/imet>
 - ▶ IMET staff conducts *Publisher Orientation* for parties interested in filing *Statements of Intent to Bid* (SOITB).
 - ▶ TEA posts *Nomination to State Review Panels* forms to IMET website and distributes to the SBOE, Texas state officials, school districts and open-enrollment charter schools, universities, and regional Education Service Centers (ESCs). Those submitting nominations shall file completed forms with IMET by December 18, 2009.
- December 4, 2009**
- ▶ **Deadline** for publishers to file *Statements of Intent to Bid Instructional Materials*. Publishers shall provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers shall file all documents with IMET by 5:00 P.M. CST.
Note: Only those who file a Statement of Intent to Bid by 5:00 P.M. CST on December 4, 2009 will be allowed to participate in the adoption process. Please see SBOE rules [19 TAC §66.48 \(a–e\)](#) for additional information.
- December 18, 2009**
- ▶ **Deadline** for persons to file *Nomination to State Review Panels* forms. Those submitting nominations shall file all documents with IMET by 5:00 P.M. CST.
Upon initial contact by a representative of the TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect contact with any person having an interest in the content of instructional materials under evaluation by the panel.
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- January–February 2010** ▶ TEA reviews *Nomination to State Review Panels* forms and recommends nominees to the COE.
- February 5, 2010**
- ▶ Each ESC designates the person who will supervise sample shipments, the address at which sample instructional materials will be received, and publishes a schedule specifying hours and dates sample materials may be reviewed by the public.
 - ▶ Each ESC publishes a news release and notifies area schools concerning sample instructional materials. In the notice, the ESC shall include the person to be contacted regarding sample instructional materials and the hours and dates samples will be available for review by the public.
- March 2010**
- ▶ TEA notifies State Review Panel candidates of appointment.
- April 16, 2010**
- ▶ **Deadline** for publishers to file two (2) complete official sample copies of instructional materials (excluding Spanish translations) along with two (2) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form with IMET. Publishers shall file all materials by 5:00 P.M. CDT.
 - ▶ **Deadline** for publishers to file four (4) complete official sample copies along with four (4) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to each of the twenty ESCs. Publishers shall file all materials by 5:00 P.M. CDT.
 - ▶ **Deadline** for publishers to provide a complete description of all items included in a student and teacher component. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- Publishers providing Internet-based instructional materials shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.
- Publishers shall ensure that all samples are complete as to content and representative of the finished format. Electronic textbooks, including Internet-based products, must be completely functional.
- The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC.
- Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.*
- ▶ **Deadline** for publishers to file *Forms B and M*, and *Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards, for materials other than Spanish. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

- April 16, 2010 (cont.)** ▶ **Deadline** for publishers to file a signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content was engaged in the development of the materials. In the affidavit, the publisher shall also state in general terms each author's involvement in the development. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- April 30, 2010** ▶ **Deadline** for ESCs to notify the COE of any irregularities in sample shipments of all materials excluding Spanish. ESCs shall file notification on forms provided by the TEA with IMET by 5:00 P.M. CDT.
- Within five (5) working days, the TEA will notify the appropriate publisher of any irregularities in the sample shipments.
- May 7, 2010** ▶ TEA provides instructions to publishers for delivery of materials for review. Shipments shall include all samples, which must be complete as to content and representative of the finished product, and their correlations to the TEKS. Shipments shall only include materials listed on the *Statement of Intent to Bid*. No ancillary materials are permitted at the State Panel Review meetings. A publisher whose instructional materials require hardware or special equipment shall provide appropriate hardware or equipment for the review.
- May 14, 2010** ▶ **Deadline** for publishers to withdraw a submission prior to state panel review. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ Each ESC makes samples of instructional materials submitted for adoption available for public examination. The materials must remain available to the public throughout the review and adoption period.
- May 21, 2010** ▶ **Deadline** for publishers to file two (2) complete official sample copies of Spanish instructional materials along with two (2) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form with IMET. Publishers shall file all materials by 5:00 P.M. CDT
- ▶ **Deadline** for publishers to file four (4) complete official sample copies of Spanish instructional materials along with four (4) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) form to each of the twenty ESCs. Publishers shall file all materials by 5:00 P.M. CDT
- ▶ **Deadline** for publishers to provide a complete description of all items included in the Spanish student and teacher component. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- Publishers providing Internet-based Spanish instructional content shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.
- Publishers shall ensure that all Spanish samples are complete as to content and representative of the finished format. Electronic textbooks, including Internet-based products, must be completely functional.

- May 21, 2010 (cont.)** The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a Spanish student and/or teacher component of an instructional materials submission is available in each ESC.
- Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.*
- ▶ **Deadline** for publishers to file *Forms B and M*, and *Warranty* for Spanish materials, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- May 28, 2010**
- ▶ **Deadline** for ESCs to notify the COE of any irregularities in sample shipments of Spanish materials. ESCs shall file notification on forms provided by the TEA with IMET by 5:00 P.M. CDT.
- Within five (5) working days, the TEA will notify the appropriate publisher of any irregularities in the sample shipments of Spanish materials.
- June 4, 2010**
- ▶ Each ESC makes samples of Spanish instructional materials submitted for adoption available for public examination. The materials must remain available to the public throughout the review and adoption period.
- June–July, 2010**
- ▶ IMET conducts orientation and training sessions for State Review Panel.
 - ▶ The State Review Panel evaluates instructional materials submitted for adoption.
 - ▶ COE issues preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List after adjournment of the State Review Panel.
- 10 working days following distribution of preliminary reports**
- ▶ **Deadline** for publishers to submit new content to address missing TEKS or documentation disputing the findings of the State Review Panel. New content submitted shall address only missing TEKS. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- July 2010**
SBOE Meeting
- ▶ SBOE may hold public hearing on instructional materials submitted for adoption.
- July 30, 2010**
- ▶ **Deadline** for publishers to file *Publisher’s Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
 - ▶ **Deadline** for publishers to file *Identification of Errors and Changes by Publisher* form listing the corrections to be made to the instructional materials submitted for adoption. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- August 20, 2010**
- ▶ **Deadline** for evaluating new content submitted to address missing TEKS as determined by State Review Panel.

- August 27, 2010**
- ▶ **Deadline** for Texas residents to file lists of alleged factual errors in instructional materials under consideration for adoption. Residents shall file all documents with IMET by 5:00 P.M. CDT.
 - ▶ **Deadline** for Texas residents to file official written comments concerning instructional materials submitted for adoption. Residents shall file all documents with IMET by 5:00 P.M. CDT.
- Prior to the September hearing, the TEA will provide written comments and lists of alleged factual errors to the SBOE, participating publishers, ESCs, and persons who have filed written requests.
- ▶ **Deadline** for publishers who elect to protest the COE’s preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List to file request for show-cause hearings. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- September 2010**
- ▶ Prior to the SBOE meeting, COE publishes schedule and procedures for the public hearing to be held by the SBOE.
 - ▶ Members of the general public request to appear at the public hearing before the SBOE; priority will be given to Texas residents. Parties shall file all documents, which shall identify subjects, titles, and publishers of instructional materials to be addressed, with IMET.
 - ▶ Publishers request to appear before the SBOE to provide oral responses to public testimony. Publishers shall file all documents with IMET.
- September 10, 2010**
- ▶ **Deadline** for Publishers provide to the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- September 7–17, 2010**
- ▶ The TEA conducts Show-Cause Hearings for publishers who elect to protest the COE’s preliminary recommendations that instructional materials be placed on the Conforming List or Nonconforming List.
- September 2010**
- ▶ Prior to the SBOE meeting, the TEA releases copies of official written comments from Texas residents via the IMET website.
- September 2010**
SBOE Meeting
- ▶ SBOE holds public hearing on instructional materials submitted for adoption. TEA releases transcripts on website: <http://www.tea.state.tx.us/sboe/>.
- 10 working days after the close of the hearing**
- ▶ **Deadline** for publishers and any person who participated in a hearing before the SBOE to file responses to official written comments from Texas residents and to testimony presented at the public hearing. Respondents shall file all documents with IMET by 5:00 P.M. CDT.
- 10 working days after receiving official written comments**
- ▶ The COE releases copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and persons who have filed written requests.

- September 24, 2010**
- ▶ **Deadline** for publishers to file three signed original copies and one electronic copy of the *Official Bid Form*. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
 - ▶ **Deadline** for publishers to file titles of ancillary materials that will be provided at no cost to accompany instructional materials adopted under *Proclamation 2011*; publishers shall include the ratio at which each item will be supplied. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- Note: Publishers will be responsible for providing the titles of ancillary materials to school districts and open-enrollment charter schools at the time information is sent that fully describes the program (December 3, 2010).*
- October 1, 2010**
- ▶ **Deadline** for persons to file complaints alleging violations of statutes, rules, or procedural irregularities. Persons shall file all documents with IMET by 5:00 P.M. CDT.
- COE may hold a formal or informal hearing in the case of an apparent violation of statute. Upon determining that a violation has occurred, the commissioner shall report the findings to the SBOE.
- October 8, 2010**
- ▶ COE issues *Report of the Commissioner of Education Concerning Required Corrections of Factual Errors*, listing all corrections of factual errors required in the instructional materials under consideration for adoption. The COE will release the report to the SBOE, affected publishers, ESCs, and other persons, such as Brailleists, needing immediate access to the information.
 - ▶ COE issues *Recommendations for the Conforming List of Instructional Materials* and *Recommendations for the Nonconforming List of Instructional Materials*, giving advice to the SBOE on the final disposition of instructional materials submitted for adoption.
 - ▶ Deadline for publishers to send NIMAS test files and associated print pages. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- October 15, 2010**
- ▶ **Deadline** for publishers to file written confirmation of their intent to make all corrections identified in the COE's report and required by the SBOE. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- November 2010**
SBOE Meeting
- ▶ SBOE committee considers final recommendations of the COE regarding the Conforming and Nonconforming lists.
 - ▶ SBOE considers instructional materials submitted under *Proclamation 2011* for adoption.
- Week Following SBOE Meeting**
- ▶ TEA informs publishers of adopted printed instructional materials of the designated Braille producers.

December 3, 2010

- ▶ **Deadline** for publishers of adopted instructional materials to file three (3) copies of printed student materials and NIMAS computer files. Publishers shall file all materials with either IMET or the designated contractor by 5:00 P.M. CST.

Publishing companies submitting electronic instructional materials for adoption are required to comply with the technical standards of the Federal Rehabilitation Act, Section 508. www.Section508.gov

- ▶ **Deadline** for publishers to provide each school district and open-enrollment charter school with information that fully describes instructional materials adopted under *Proclamation 2011*, including the titles of ancillary materials that will be provided at no cost and the ratio at which each item will be supplied. Publishers shall file all documents by 5:00 P.M. CDT.

December 17, 2010

- ▶ **Deadline** for publishers to file the *Register of Contact* form indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication. Publishers shall file all documents with IMET by 5:00 P.M. CST.

January 21, 2011

- ▶ **Deadline** for publishers to file camera-ready copy for Curriculum approval of instructional materials adopted under *Proclamation 2011* that incorporates all required corrections of factual errors. Publishers shall file all documents with IMET by 5:00 P.M. CST.

April 2011

- ▶ School districts and open-enrollment charter schools submit orders for new instructional materials to IMET.

April 29, 2011

- ▶ **Deadline** for publishers to file signed *Publisher's Affidavit* verifying that all required corrections have been made. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

- ▶ **Deadline** for publishers to file two (2) copies of instructional materials that incorporate all required corrections with IMET. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the TEA with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

- ▶ **Deadline** for publishers to file three (3) copies of student editions that incorporate all required corrections with the Braille contractor designated by the TEA. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.

April 29, 2011 (cont.)

- ▶ **Deadline** for publishers to file two (2) copies of instructional materials that incorporate all required corrections with each of the twenty ESCs. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the ESCs with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.

Note: The TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, and others.

June–August 2011

- ▶ Publishers distribute adopted instructional materials from depositories to school districts and open-enrollment charter schools.

Each publisher shall guarantee delivery of textbooks at least ten business days before the opening day of school of the year for which the textbooks are ordered if the textbooks have been ordered by a date specified in the sales contract.

Statutory Citation

Texas Education Code, §31.002, Definitions:

In this chapter:

- (1) "Electronic textbook" means computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.
- (2) "Publisher" includes an on-line service or a developer or distributor of an electronic textbook.
- (3) "Textbook" means a book, a system of instructional materials, or a combination of a book and supplementary instructional materials that conveys information to the student or otherwise contributes to the learning process, or an electronic textbook.
- (4) "Technological equipment" means hardware, a device, or equipment necessary for:
 - (A) instructional use in the classroom, including to gain access to or enhance the use of an electronic textbook; or
 - (B) professional use by a classroom teacher.

Notes

Requirements for Proclamation 2011 for All Content Instructional Materials

- A publisher that offers digital versions of a print program must bid the versions separately. This requirement is not intended to forbid the inclusion of digital components in a print submission.
- All digital programs must be platform-neutral. Digital materials must be equally accessible on PCs and Macs.
- Publishers of electronic programs are to offer a price for a statewide license.
- Publishers are to provide a digital version of all teacher materials.
- Publishers are to provide ancillaries electronically.

Revised TEKS

The TEA encourages publishers to confirm that they are addressing the revised TEKS in their materials by comparing the section and subsection numbers with those indicated in this proclamation. This is necessary to avoid inadvertently addressing the previous TEKS, which are still in use for the current school year. For example, both 19 TAC §110.3 and §110.12 are TEKS for English Language Arts and Reading, Grade 1. §110.12 are the revised TEKS required by this proclamation; §110.3 are the previous TEKS still in use for the 2008–2009 school year.

Because the TEKS for Speech, Grade 6, 7, 8 (Elective Credit) were only amended, they are designated by the same subsection number as those in use for the current school year. The Speech, Grade 6, 7, 8 (Elective Credit) TEKS provided herein, as well as those on the TEA website, are the TEKS that are required for instructional materials submitted under this proclamation.

Late Submissions

Notwithstanding accommodations made in previous years, late submissions to the Texas Education Agency, Regional Education Service Centers, or state textbook review panel members will not be considered for adoption.

Systems Bid in Lieu of Student Editions

Publishers who bid systems rather than student editions will be paid by the state, based on the student edition maximum price as called for in Proclamation 2011.

For example, if the State Board of Education establishes a maximum cost of \$50 for a student edition in a given subject, and a publisher bids a \$1,000 system, at least 20 students must be served in order for the publisher to be paid the entire \$1,000. If the district has less than 20 students in the class(es), the publisher will be responsible for collecting a portion of the cost from the district.

Consumable Materials

Beyond the initial year of adoption, the state will pay for the cost of consumables only for subjects and grade levels for which consumable materials were called in the proclamation. The responsibility for the costs of consumable materials for subjects and grade levels for which they were not specifically called will be governed by 19 TAC §66.51(a)(9).

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

Subchapter A. Elementary

§110.13. English Language Arts, Grade 2, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.
 - (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
 - (B) develop drafts by sequencing ideas through writing sentences;
 - (C) revise drafts by adding or deleting words, phrases, or sentences;
 - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
 - (E) publish and share writing with others.
 - (18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write brief stories that include a beginning, middle, and end; and
 - (B) write short poems that convey sensory details.
 - (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) write brief compositions about topics of interest to the student;
 - (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write brief comments on literary or informational texts.
 - (20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.
 - (21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);

- (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) pronouns (e.g., he, him); and
 - (vii) time-order transition words;
 - (B) use complete sentences with correct subject-verb agreement; and
 - (C) distinguish among declarative and interrogative sentences.
- (22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) this expectation has been moved to the Handwriting section
 - (B) use capitalization for:
 - (i) proper nouns;
 - (ii) months and days of the week; and
 - (iii) the salutation and closing of a letter; and
 - (C) recognize and use punctuation marks, including:
 - (i) ending punctuation in sentences;
 - (ii) apostrophes and contractions; and
 - (iii) apostrophes and possessives.
- (24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
 - (B) decide what sources of information might be relevant to answer these questions.
- (25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
 - (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
 - (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.
- (27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

§110.14. English Language Arts, Grade 3, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
 - (B) develop drafts by categorizing ideas and organizing them into paragraphs;
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
 - (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
 - (E) publish written work for a specific audience.
- (18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
- (19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
- (20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) create brief compositions that:
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement;
 - (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write responses to literary or expository texts that demonstrate an understanding of the text.
- (21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.

- (22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) possessive pronouns (e.g., his, hers, theirs);
 - (vii) coordinating conjunctions (e.g., and, or, but); and
 - (viii) time-order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) this expectation has been moved to the Handwriting section
 - (B) use capitalization for:
 - (i) geographical names and places;
 - (ii) historical periods; and
 - (iii) official titles of people;
 - (C) recognize and use punctuation marks including:
 - (i) apostrophes in contractions and possessives; and
 - (ii) commas in series and dates; and
 - (D) use correct mechanics including paragraph indentations.
- (25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and
 - (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- (26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to collect information from multiple sources of information, both oral and written, including:
 - (i) student-initiated surveys, on-site inspections, and interviews;

- (ii) data from experts, reference texts, and online searches; and
 - (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
- (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);
 - (C) take simple notes and sort evidence into provided categories or an organizer;
 - (D) identify the author, title, publisher, and publication year of sources; and
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (27) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- (28) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

§110.15. English Language Arts, Grade 4, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
 - (B) develop drafts by categorizing ideas and organizing them into paragraphs;
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
 - (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.
 - (16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
 - (17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
 - (18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) create brief compositions that:
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement;
 - (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
 - (19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write

- persuasive essays for appropriate audiences that establish a position and use supporting details.
- (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) reflexive pronouns (e.g., myself, ourselves);
 - (vii) correlative conjunctions (e.g., either/or, neither/nor); and
 - (viii) use time order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) write legibly by selecting cursive script or manuscript printing as appropriate;
 - (B) use capitalization for:
 - (i) historical events and documents;
 - (ii) titles of books, stories, and essays; and
 - (iii) languages, races, and nationalities; and
 - (C) recognize and use punctuation marks including:
 - (i) commas in compound sentences; and
 - (ii) quotation marks.
- (23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and
 - (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- (24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

- (A) follow the research plan to collect information from multiple sources of information both oral and written, including:
 - (i) student-initiated surveys, on-site inspections, and interviews;
 - (ii) data from experts, reference texts, and online searches; and
 - (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
 - (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);
 - (C) take simple notes and sort evidence into provided categories or an organizer;
 - (D) identify the author, title, publisher, and publication year of sources; and
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (25) **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- (26) **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.

§110.16. English Language Arts, Grade 5, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write imaginative stories that include:
 - (i) a clearly defined focus, plot, and point of view;
 - (ii) a specific, believable setting created through the use of sensory details; and
 - (iii) dialogue that develops the story; and
 - (B) write poems using:
 - (i) poetic techniques (e.g., alliteration, onomatopoeia);
 - (ii) figurative language (e.g., similes, metaphors); and
 - (iii) graphic elements (e.g., capital letters, line length).
 - (17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
 - (18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) create multi-paragraph essays to convey information about the topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;

- (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs;
 - (B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
- (19) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
- (20) **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active voice);
 - (ii) collective nouns (e.g., class, public);
 - (iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
 - (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if); and
 - (viii) transitional words (e.g., also, therefore);
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (21) **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - (A) use capitalization for:
 - (i) abbreviations;
 - (ii) initials and acronyms; and
 - (iii) organizations;
 - (B) recognize and use punctuation marks including:
 - (i) commas in compound sentences; and
 - (ii) proper punctuation and spacing for quotations; and
 - (C) use proper mechanics including italics and underlining for titles and emphasis.

- (23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
 - (B) generate a research plan for gathering relevant information about the major research question.
- (24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
 - (B) differentiate between primary and secondary sources;
 - (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
 - (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
 - (B) evaluate the relevance, validity, and reliability of sources for the research.
- (26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- (A) compiles important information from multiple sources;
 - (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
 - (C) presents the findings in a consistent format; and
 - (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

§110.12. Spelling, Grade 1, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

- (b) Knowledge and skills.
 - (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 - (A) use phonological knowledge to match sounds to letters to construct known words;
 - (B) use letter-sound patterns to spell:
 - (i) consonant-vowel-consonant (CVC) words;
 - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
 - (iii) one-syllable words with consonant blends (e.g., "drop");
 - (C) spell high-frequency words from a commonly used list;
 - (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and
 - (E) use resources to find correct spellings.

§110.13. Spelling, Grade 2, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.

- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 - (A) use phonological knowledge to match sounds to letters to construct unknown words;
 - (B) spell words with common orthographic patterns and rules:
 - (i) complex consonants (e.g., hard and soft c and g, ck);
 - (ii) r-controlled vowels;
 - (iii) long vowels (e.g., VCe-hope); and
 - (iv) vowel digraphs (e.g., oo-book, fool, ee-feet), diphthongs (e.g., ou-out, ow-cow, oi-coil, oy-toy);
 - (C) spell high-frequency words from a commonly used list;
 - (D) spell base words with inflectional endings (e.g., -ing and -ed);
 - (E) spell simple contractions (e.g., isn't, aren't, can't); and
 - (F) use resources to find correct spellings.

§110.14. Spelling, Grade 3, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
 - (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 - (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
 - (B) spell words with more advanced orthographic patterns and rules:
 - (i) consonant doubling when adding an ending;
 - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
 - (iii) changing y to i before adding an ending;
 - (iv) double consonants in middle of words;
 - (v) complex consonants (e.g., scr-, -dge, -tch); and
 - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
 - (C) spell high-frequency and compound words from a commonly used list;
 - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
 - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
 - (F) spell complex contractions (e.g., should've, won't); and
 - (G) use print and electronic resources to find and check correct spellings.

§110.15. Spelling, Grade 4, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) spell words with more advanced orthographic patterns and rules:
 - (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
 - (ii) irregular plurals (e.g., man/men, foot/feet, child/children);
 - (iii) double consonants in middle of words;
 - (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and
 - (v) silent letters (e.g., knee, wring);
 - (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
 - (C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and
 - (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

§110.16. Spelling, Grade 5, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 - (A) spell words with more advanced orthographic patterns and rules:
 - (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);
 - (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and
 - (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);
 - (B) spell words with:
 - (i) Greek Roots (e.g., tele, photo, graph, meter);
 - (ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);
 - (iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and
 - (iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);
 - (C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
 - (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
 - (E) know how to use the spell-check function in word processing while understanding its limitations.

§110.12. Handwriting, Grade 1, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
 - (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - (A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;

§110.13. Handwriting, Grade 2, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
 - (22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - (A) write legibly leaving appropriate margins for readability;

§110.14. Handwriting, Grade 3, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - (A) write legibly in cursive script with spacing between words in a sentence;

Subchapter B. Middle School

§110.18. English Language Arts, Grade 6, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.
 - (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write imaginative stories that include:
 - (i) a clearly defined focus, plot, and point of view;
 - (ii) a specific, believable setting created through the use of sensory details; and
 - (iii) dialogue that develops the story; and
 - (B) write poems using:
 - (i) poetic techniques (e.g., alliteration, onomatopoeia);
 - (ii) figurative language (e.g., similes, metaphors); and
 - (iii) graphic elements (e.g., capital letters, line length).
 - (16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

- (17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) create multi-paragraph essays to convey information about a topic that:
 - (i) present effective introductions and concluding paragraphs;
 - (ii) guide and inform the reader's understanding of key ideas and evidence;
 - (iii) include specific facts, details, and examples in an appropriately organized structure; and
 - (iv) use a variety of sentence structures and transitions to link paragraphs;
 - (B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);
 - (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and
 - (D) produce a multimedia presentation involving text and graphics using available technology.
- (18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
- (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (irregular verbs and active and passive voice);
 - (ii) non-count nouns (e.g., rice, paper);
 - (iii) predicate adjectives (She is *intelligent*.) and their comparative and superlative forms (e.g., many, more, most);
 - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
 - (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;
 - (vi) indefinite pronouns (e.g., all, both, nothing, anything);
 - (vii) subordinating conjunctions (e.g., while, because, although, if); and
 - (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);
 - (B) differentiate between the active and passive voice and know how to use them both; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.

- (20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) use capitalization for:
 - (i) abbreviations;
 - (ii) initials and acronyms; and
 - (iii) organizations;
 - (B) recognize and use punctuation marks including:
 - (i) commas in compound sentences;
 - (ii) proper punctuation and spacing for quotations; and
 - (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and
 - (C) use proper mechanics including italics and underlining for titles of books.
- (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
 - (B) generate a research plan for gathering relevant information about the major research question.
- (23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;
 - (B) differentiate between primary and secondary sources;
 - (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;
 - (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
 - (B) evaluate the relevance and reliability of sources for the research.
- (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

- (A) compiles important information from multiple sources;
- (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
- (C) presents the findings in a consistent format; and
- (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

§110.19. English Language Arts, Grade 7, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write an imaginative story that:
 - (i) sustains reader interest;
 - (ii) includes well-paced action and an engaging story line;
 - (iii) creates a specific, believable setting through the use of sensory details;
 - (iv) develops interesting characters; and
 - (v) uses a range of literary strategies and devices to enhance the style and tone; and
 - (B) write a poem using:
 - (i) poetic techniques (e.g., rhyme scheme, meter);
 - (ii) figurative language (e.g., personification, idioms, hyperbole); and
 - (iii) graphic elements (e.g., word position).
 - (16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.
 - (17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) write a multi-paragraph essay to convey information about a topic that:
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - (iv) accurately synthesizes ideas from several sources; and
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;
 - (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;
 - (C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and
 - (D) produce a multimedia presentation involving text and graphics using available technology.
- (18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
- (A) establishes a clear thesis or position;
 - (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
 - (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (perfect and progressive tenses) and participles;
 - (ii) appositive phrases;
 - (iii) adverbial and adjectival phrases and clauses;
 - (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);
 - (v) prepositions and prepositional phrases and their influence on subject-verb agreement;
 - (vi) relative pronouns (e.g., whose, that, which);
 - (vii) subordinating conjunctions (e.g., because, since); and
 - (viii) transitions for sentence to sentence or paragraph to paragraph coherence;
 - (B) write complex sentences and differentiate between main versus subordinate clauses; and
 - (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

- (20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) use conventions of capitalization; and
 - (B) recognize and use punctuation marks including:
 - (i) commas after introductory words, phrases, and clauses; and
 - (ii) semicolons, colons, and hyphens.
- (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- (23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;
 - (B) categorize information thematically in order to see the larger constructs inherent in the information;
 - (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and
 - (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and
 - (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.
- (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;
 - (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;
 - (C) presents the findings in a meaningful format; and
 - (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

§110.20. English Language Arts, Grade 8, beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
 - (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - (A) write an imaginative story that:
 - (i) sustains reader interest;
 - (ii) includes well-paced action and an engaging story line;
 - (iii) creates a specific, believable setting through the use of sensory details;
 - (iv) develops interesting characters; and
 - (v) uses a range of literary strategies and devices to enhance the style and tone; and
 - (B) write a poem using:
 - (i) poetic techniques (e.g., rhyme scheme, meter);
 - (ii) figurative language (e.g., personification, idioms, hyperbole); and
 - (iii) graphic elements (e.g., word position).
 - (16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.
 - (17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- (A) write a multi-paragraph essay to convey information about a topic that:
 - (i) presents effective introductions and concluding paragraphs;
 - (ii) contains a clearly stated purpose or controlling idea;
 - (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
 - (iv) accurately synthesizes ideas from several sources; and
 - (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;
 - (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;
 - (C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and
 - (D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.
- (18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:
- (A) establishes a clear thesis or position;
 - (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
 - (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (perfect and progressive tenses) and participles;
 - (ii) appositive phrases;
 - (iii) adverbial and adjectival phrases and clauses;
 - (iv) relative pronouns (e.g., whose, that, which); and
 - (v) subordinating conjunctions (e.g., because, since);
 - (B) write complex sentences and differentiate between main versus subordinate clauses; and
 - (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- (20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use conventions of capitalization; and

- (B) use correct punctuation marks, including:
 - (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and
 - (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.
- (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
 - (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.
- (23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
 - (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;
 - (B) categorize information thematically in order to see the larger constructs inherent in the information;
 - (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and
 - (D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.
- (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
 - (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and
 - (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.
- (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
 - (A) draws conclusions and summarizes or paraphrases the findings in a systematic way;
 - (B) marshals evidence to explain the topic and gives relevant reasons for conclusions;
 - (C) presents the findings in a meaningful format; and
 - (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

§110.26. Speech, Grade 6, 7, 8 (Elective Credit)

(a) Introduction.

- (1) Communication is an integral part of our social, cultural, and academic lives; therefore, middle school students should develop effective communication skills to further their academic pursuits and to prepare for interaction in social, civic, and professional roles. Competent communicators develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. For middle school students whose first language is not English, the students' experiences with oral communication serve as a foundation for English language acquisition.
- (2) The essential knowledge and skills as well as the student expectations for Speech, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
 - (A) recognize and explain the importance of communication in social, academic, civic, and professional roles;
 - (B) identify the related components of the communication process;
 - (C) identify standards of making communication choices considering appropriateness for self, listener, occasion, and task;
 - (D) identify characteristics of oral language and analyze standards for using oral language appropriately;
 - (E) identify the importance of using appropriate nonverbal communication;
 - (F) identify and explain the components of listening process;
 - (G) identify the kinds of listening and analyze skills related to each type;
 - (H) analyze how perception of self and others affects communication;
 - (I) analyze and develop techniques and strategies for building self-confidence and reducing communication apprehension;
 - (J) identify and explain factors that influence communication decisions such as knowledge, attitudes, and culture; and
 - (K) explain the importance of assuming responsibility for communication decisions.
- (2) Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
 - (A) use appropriate verbal and nonverbal communication skills in interpersonal situations;
 - (B) use reflective empathic listening skills to respond appropriately in interpersonal situations;
 - (C) explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations;
 - (D) identify kinds of groups and analyze basic principles of group dynamics;

- (E) use appropriate communication skills in groups to make plans or accomplish goals;
 - (F) use appropriate strategies for agreeing or disagreeing in interpersonal and group situations; and
 - (G) prepare and present an oral statement on a topic of interest or concern.
- (3) Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
- (A) identify the importance of social traditions and ceremonies in various contexts and cultures;
 - (B) communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism;
 - (C) employ parliamentary procedure in a group meeting;
 - (D) use effective techniques to prepare, organize, and present a speech for a special occasion; and
 - (E) use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.
- (4) Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
- (A) research ideas and topics to acquire accurate information from a variety of primary, secondary, and technological sources;
 - (B) use appropriate communication skills to request, provide, and respond to information in interpersonal conversations;
 - (C) use appropriate verbal, nonverbal, and listening skills in interviews;
 - (D) use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;
 - (E) plan and present an informative group discussion for an audience;
 - (F) plan, research, organize, prepare, and present an informative speech;
 - (G) rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills;
 - (H) use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches;
 - (I) use effective verbal and nonverbal communication in presenting informative speeches;
 - (J) apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
 - (K) develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
- (5) Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
- (A) recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals;

- (B) respond appropriately to persuasive messages in situations such as accepting or rejecting peer pressure and making or responding to requests;
 - (C) plan, research, organize, prepare, and present a persuasive speech;
 - (D) demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
 - (E) develop and use critical listening skills to analyze, evaluate, and respond appropriately to class, public, or media presentations.
- (6) Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
- (A) use imagination to plan, organize, and tell stories;
 - (B) use appropriate verbal and nonverbal skills to share stories;
 - (C) select, analyze, adapt, interpret, and rehearse a variety of literary selections;
 - (D) use effective group decision-making skills in group performances;
 - (E) use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
 - (F) use appreciative and critical-listening skills to respond appropriately to class, public, or media performances.

§110.18. Spelling, Grade 6, beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

- (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
 - (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
 - (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
 - (C) know how to use the spell-check function in word processing while understanding its limitations.

Subchapter C. High School

§110.31. English I (One Credit), beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.
 - (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;
 - (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
 - (A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;
 - (B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and
 - (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
 - (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) write an analytical essay of sufficient length that includes:
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;

- (iii) a controlling idea or thesis;
 - (iv) an organizing structure appropriate to purpose, audience, and context; and
 - (v) relevant information and valid inferences;
 - (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
 - (i) organized and accurately conveyed information; and
 - (ii) reader-friendly formatting techniques;
 - (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:
 - (i) extends beyond a summary and literal analysis;
 - (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and
 - (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and
 - (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
 - (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;
 - (C) counter-arguments based on evidence to anticipate and address objections;
 - (D) an organizing structure appropriate to the purpose, audience, and context; and
 - (E) an analysis of the relative value of specific data, facts, and ideas.
- (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);
 - (ii) restrictive and nonrestrictive relative clauses; and
 - (iii) reciprocal pronouns (e.g., each other, one another);
 - (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and
 - (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

- (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) use conventions of capitalization; and
 - (B) use correct punctuation marks including:
 - (i) quotation marks to indicate sarcasm or irony;
 - (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
 - (iii) dashes to emphasize parenthetical information.
- (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) formulate a plan for engaging in research on a complex, multi-faceted topic.
- (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;
 - (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and
 - (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
- (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) modify the major research question as necessary to refocus the research plan;
 - (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and
 - (C) critique the research process at each step to implement changes as the need occurs and is identified.
- (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- (A) marshals evidence in support of a clear thesis statement and related claims;
 - (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
 - (C) uses graphics and illustrations to help explain concepts where appropriate;

- (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and
- (E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.

§110.32. English II (One Credit), Beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations in English II as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;
 - (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
 - (A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;
 - (B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and
 - (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.
 - (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) write an analytical essay of sufficient length that includes:
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a thesis or controlling idea;
 - (iv) an organizing structure appropriate to purpose, audience, and context;
 - (v) relevant evidence and well-chosen details; and

- (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;
 - (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:
 - (i) organized and accurately conveyed information;
 - (ii) reader-friendly formatting techniques; and
 - (iii) anticipation of readers' questions;
 - (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:
 - (i) extends beyond a summary and literal analysis;
 - (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and
 - (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and
 - (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
 - (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);
 - (C) counter-arguments based on evidence to anticipate and address objections;
 - (D) an organizing structure appropriate to the purpose, audience, and context;
 - (E) an analysis of the relative value of specific data, facts, and ideas; and
 - (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).
- (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);
 - (ii) restrictive and nonrestrictive relative clauses; and
 - (iii) reciprocal pronouns (e.g., each other, one another);
 - (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and
 - (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

- (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) use conventions of capitalization; and
 - (B) use correct punctuation marks including:
 - (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;
 - (ii) quotation marks to indicate sarcasm or irony; and
 - (iii) dashes to emphasize parenthetical information.
- (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) formulate a plan for engaging in research on a complex, multi-faceted topic.
- (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;
 - (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and
 - (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
- (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) modify the major research question as necessary to refocus the research plan;
 - (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and
 - (C) critique the research process at each step to implement changes as the need occurs and is identified.
- (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
- (A) marshals evidence in support of a clear thesis statement and related claims;
 - (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
 - (C) uses graphics and illustrations to help explain concepts where appropriate;
 - (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and

- (E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.

§110.33. English III (One Credit), Beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations in English III as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;
 - (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
 - (A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;
 - (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and
 - (C) write a script with an explicit or implicit theme, using a variety of literary techniques.
 - (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) write an analytical essay of sufficient length that includes:
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a clear thesis statement or controlling idea;

- (iv) a clear organizational schema for conveying ideas;
 - (v) relevant and substantial evidence and well-chosen details; and
 - (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;
- (B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
- (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
 - (ii) appropriate formatting structures (e.g., headings, graphics, white space);
 - (iii) relevant questions that engage readers and consider their needs;
 - (iv) accurate technical information in accessible language; and
 - (v) appropriate organizational structures supported by facts and details (documented if appropriate);
- (C) write an interpretation of an expository or a literary text that:
- (i) advances a clear thesis statement;
 - (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;
 - (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
 - (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and
 - (v) anticipates and responds to readers' questions or contradictory information; and
- (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
 - (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
 - (C) an organizing structure appropriate to the purpose, audience, and context;
 - (D) information on the complete range of relevant perspectives;
 - (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and
 - (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).

- (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and
 - (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
- (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.
- (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.
- (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;
 - (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and
 - (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.
- (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) modify the major research question as necessary to refocus the research plan;
 - (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and
 - (C) critique the research process at each step to implement changes as the need occurs and is identified.
- (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:
- (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

- (B) uses a variety of formats and rhetorical strategies to argue for the thesis;
- (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;
- (D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and
- (E) is of sufficient length and complexity to address the topic.

§110.34. English IV (One Credit), beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
 - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
 - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
 - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
 - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential

knowledge, skills, and student expectations in English IV as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
 - (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;
 - (C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;
 - (D) edit drafts for grammar, mechanics, and spelling; and
 - (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
 - (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
 - (A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;
 - (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and
 - (C) write a script with an explicit or implicit theme, using a variety of literary techniques.
 - (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - (A) write an analytical essay of sufficient length that includes:
 - (i) effective introductory and concluding paragraphs and a variety of sentence structures;
 - (ii) rhetorical devices, and transitions between paragraphs;
 - (iii) a clear thesis statement or controlling idea;

- (iv) a clear organizational schema for conveying ideas;
 - (v) relevant and substantial evidence and well-chosen details;
 - (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and
 - (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;
- (B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
- (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
 - (ii) appropriate formatting structures (e.g., headings, graphics, white space);
 - (iii) relevant questions that engage readers and address their potential problems and misunderstandings;
 - (iv) accurate technical information in accessible language; and
 - (v) appropriate organizational structures supported by facts and details (documented if appropriate);
- (C) write an interpretation of an expository or a literary text that:
- (i) advances a clear thesis statement;
 - (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;
 - (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
 - (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and
 - (v) anticipates and responds to readers' questions and contradictory information; and
- (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:
- (A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);
 - (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
 - (C) an organizing structure appropriate to the purpose, audience, and context;
 - (D) information on the complete range of relevant perspectives;
 - (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;

- (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and
 - (G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.
- (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and
 - (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
- (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.
- (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- (20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and
 - (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.
- (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;
 - (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and
 - (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.
- (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
- (A) modify the major research question as necessary to refocus the research plan;
 - (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and
 - (C) critique the research process at each step to implement changes as the need occurs and is identified.

- (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:
- (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;
 - (B) uses a variety of formats and rhetorical strategies to argue for the thesis;
 - (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;
 - (D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and
 - (E) is of sufficient length and complexity to address the topic.

Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts

Subchapter A. Elementary

§128.13. Spanish Language Arts, Grade 2, beginning with School Year 2009-2010.

- (b) Conocimientos y Destrezas.
- (17) Expresión escrita/Proceso de escritura. Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes:
- (A) planifiquen un primer borrador generando ideas para escribir (ej., dibujando, compartiendo ideas, haciendo una lista de ideas claves);
 - (B) desarrollen borradores poniendo ideas en secuencia a través de escribir una serie de oraciones;
 - (C) revisen borradores agregando o eliminando palabras, frases u oraciones;
 - (D) corrijan la gramática, los signos de puntuación y la ortografía en los borradores utilizando una rúbrica desarrollada por el maestro; y
 - (E) publiquen y compartan su trabajo escrito con otros.
- (18) Escritura/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, eventos e ideas reales o imaginarias. Se espera que los estudiantes:
- (A) escriban cuentos breves que incluyan un principio, un desarrollo y una conclusión; y
 - (B) escriban poemas breves que expresen detalles sensoriales.
- (19) Escritura/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos o textos relacionados con empleos para comunicar ideas e información a públicos específicos con propósitos específicos. Se espera que los estudiantes:
- (A) escriban composiciones breves sobre temas de interés para el estudiante;
 - (B) escriban cartas breves que pongan ideas en una secuencia cronológica o lógica y utilicen convenciones apropiadas (ej., fecha, saludo, despedida); y
 - (C) escriban comentarios breves sobre textos literarios o informativos.
- (20) Escritura/Textos persuasivos. Los estudiantes escriben textos persuasivos para influenciar las actitudes o acciones de un público específico, sobre temas específicos. Se espera que los estudiantes escriban declaraciones persuasivas para el público apropiado en la escuela, casa o comunidad sobre temas que sean importantes para el estudiante.
- (21) Convenciones del lenguaje oral y escrito/Convenciones. Los estudiantes entienden la función y el uso de las convenciones del lenguaje académico al hablar y escribir. Los estudiantes continúan aplicando los estándares previos con mayor complejidad. Se espera que los estudiantes:
- (A) entiendan y utilicen los elementos gramaticales en el contexto de la lectura, la escritura y la oratoria:

- (i) los verbos regulares e irregulares (pretérito, presente y futuro del modo indicativo);
 - (ii) los sustantivos (singulares/ plurales, comunes/ propios);
 - (iii) los adjetivos (ej., calificativos: viejo, maravilloso);
 - (iv) los artículos (ej., un, una, la, el);
 - (v) los adverbios (ej., tiempo: antes, después; modo: cuidadosamente);
 - (vi) las preposiciones y las frases preposicionales;
 - (vii) los pronombres (ej., él, su); y
 - (viii) las palabras de transición que indiquen tiempo y orden; y
- (B) distinguan entre oraciones afirmativas, interrogativas, admirativas e imperativas.
- (22) Convenciones del lenguaje oral y escrito/Caligrafía, uso de letras mayúsculas y signos de puntuación. Los estudiantes escriben de manera legible y usan correctamente las letras mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes:
- (A) escriban de manera legible para poder leer dentro de las márgenes apropiadas;
 - (B) utilicen las letras mayúsculas para:
 - (i) los sustantivos propios; y
 - (ii) el saludo y la despedida de una carta;
 - (C) comprendan que no se utilizan las mayúsculas con los meses del año y los días de la semana;
 - (D) reconozcan y utilicen los signos de puntuación, incluyendo los signos de puntuación al principio y al fin de las oraciones; e
 - (E) identifiquen, lean y escriban abreviaturas (ej., Srta. Dr.).
- (23) Convenciones del lenguaje oral y escrito/Ortografía. Los estudiantes deletrean correctamente. Se espera que los estudiantes:
- (A) se familiaricen con palabras utilizando los patrones ortográficos, incluyendo:
 - (i) las palabras que contengan sílabas fuertes con /r/ y se deletreen con "r" o "rr", como en las palabras ratón y carro;
 - (ii) las palabras que contengan sílabas suaves con /r/ y se deletreen con "r" y siempre entre vocales, como en las palabras loro y cara;
 - (iii) las palabras que contengan sílabas con la "h" muda, como en las palabras hora y hoy;
 - (iv) las palabras que contengan las sílabas que-, qui-, como en queso y quito; gue-, gui-, como en guiso y juguete; y güe-, güi-, como en paraguero y agüita;
 - (v) las palabras que contengan el mismo sonido representado por diferentes letras (ej., "r" y "rr", como en ratón y perro; "ll" y "y", como en llave y yate; "g" y "j", como en gigante y jirafa; "c", "k" y "q", como en casa, kilo y quince; "c", "s" y "z", como en cereal, semilla y zapato; "j" y "x", como en cojín y México; "i" y "y", como en imán y doy; "b" y "v", como en burro y vela); y

- (vi) las palabras que contengan "n" antes de "v" (ej., invitación), "m" antes de "b" (ej., cambiar) y "m" antes de "p" (ej., comprar);
 - (B) deletreen palabras con combinaciones de consonantes (ej., bra/bra-zo-, glo/glo-bo-);
 - (C) deletreen las formas plurales de palabras que terminen con "z" y reemplacen la "z" con "c" antes de agregar –es (ej., lápiz, lápices, feliz, felices);
 - (D) utilicen el conocimiento de los sonidos silábicos, partes de las palabras, división de sílabas y silabeo para deletrear;
 - (E) deletreen palabras que tengan acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., feliz, canción);
 - (F) se familiaricen con palabras que tengan acento prosódico u ortográfico en la penúltima sílaba (palabras graves) (ej., casa, árbol);
 - (G) utilicen acentos apropiadamente en palabras comunes que se utilicen para formar preguntas y expresar exclamaciones (ej., cuál, dónde, cómo);
 - (H) pongan acentos apropiadamente al conjugar verbos en el pretérito del modo indicativo (ej., corrió, jugó);
 - (I) identifiquen, lean y escriban abreviaturas (ej., Srta. Dr.); y
 - (J) utilicen fuentes de información para encontrar el deletreo correcto.
- (24) Investigación/Plan de investigación. Los estudiantes formulan preguntas abiertas de una determinada investigación y desarrollan un plan para responderlas. Se espera que los estudiantes:
- (A) generen una lista de temas de interés para toda la clase y formulen preguntas abiertas acerca de uno o dos de los temas; y
 - (B) decidan cuáles podrían ser las fuentes de información más relevantes para responder estas preguntas.
- (25) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todas las fuentes relevantes para responder a una pregunta de investigación y sistemáticamente registran la información recopilada. Se espera que los estudiantes:
- (A) recopilen evidencia de los recursos disponibles (naturales y personales) así como entrevistas con expertos locales;
 - (B) utilicen las partes del texto para localizar información (ej., índice del contenido, índice alfabetizado, encabezamientos) en obras de consulta apropiadas para la edad del estudiante (ej., diccionarios pictóricos);
 - (C) registren información básica en formatos visuales sencillos (ej., apuntes, gráficas, pictografías y diagramas).
- (26) Investigación/Síntesis de información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes revisen el tema como resultado de las respuestas a las preguntas iniciales de la investigación.
- (27) Investigación/Organización y presentación de ideas. Los estudiantes organizan y presentan sus ideas y su información de acuerdo al propósito de la investigación y de su público. Se espera que los estudiantes (con asistencia de un adulto) creen una exposición visual o una dramatización para dar a conocer los resultados de la investigación;

§128.14. Spanish Language Arts, Grade 3, beginning with School Year 2009-2010.

- (b) Conocimientos y destrezas.
- (17) Expresión escrita/Proceso de escritura. Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes:
- (A) planifiquen un primer borrador seleccionando un género apropiado para expresar el significado deseado a un público y generen ideas a través de una variedad de estrategias (ej., lluvia de ideas, organizadores gráficos y diarios);
 - (B) desarrollen borradores categorizando ideas y organizándolas en párrafos;
 - (C) corrijan la coherencia, la organización y el uso de oraciones sencillas y compuestas en los borradores, y para el público;
 - (D) corrijan la gramática, las convenciones mecánicas y la ortografía en los borradores utilizando una rúbrica desarrollada por el maestro; y
 - (E) publiquen las redacciones para un público específico.
- (18) Escritura/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, eventos e ideas reales o imaginarias. Se espera que los estudiantes:
- (A) escriban cuentos imaginativos que desarrollen el clímax de un argumento y contengan detalles acerca de los personajes y el escenario; y
 - (B) escriban poemas que expresen detalles sensoriales utilizando las convenciones de la poesía (ej., el ritmo, la métrica, los patrones de los versos).
- (19) Escritura. Los estudiantes escriben acerca de sus propias experiencias. Se espera que los estudiantes escriban acerca de experiencias importantes y personales.
- (20) Escritura/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos o textos relacionados con empleos para comunicar ideas e información a públicos específicos con propósitos específicos. Se espera que los estudiantes:
- (A) creen composiciones breves que:
 - (i) establezcan una idea central en una oración temática;
 - (ii) incluyan oraciones secundarias que apoyen con datos sencillos, detalles y explicaciones; y
 - (iii) contengan una oración de conclusión;
 - (B) escriban cartas que utilicen el lenguaje apropiado para el público y el propósito (ej., una nota de agradecimiento a un amigo) y que utilicen las convenciones apropiadas (ej., fecha, saludo, despedida); y
 - (C) escriban respuestas a textos literarios o expositivos que demuestren entendimiento del texto.
- (21) Escritura/Textos persuasivos. Los estudiantes escriben textos persuasivos para influenciar las actitudes o acciones de un público específico, sobre temas específicos. Se espera que los estudiantes escriban ensayos persuasivos para públicos apropiados que establezcan una postura y utilicen detalles que la apoyen.
- (22) Convenciones del lenguaje oral y escrito/Convenciones. Los estudiantes entienden la función y el uso de las convenciones del lenguaje académico al hablar y escribir. Los

estudiantes continúan aplicando los estándares previos con mayor complejidad. Se espera que los estudiantes:

- (A) utilicen y entiendan la función de los siguientes elementos gramaticales en el contexto de la lectura, la escritura y la oratoria:
 - (i) los verbos regulares e irregulares (los tiempos pasado, presente, futuro y perfecto del modo indicativo);
 - (ii) los sustantivos (singulares/ plurales, comunes/ propios);
 - (iii) los adjetivos (ej., calificativos: dorado, rectangular; demostrativos: este, ese, aquel);
 - (iv) los artículos (ej., un, una, lo, la, el, los, las);
 - (v) los adverbios (ej., tiempo: luego, antes; modo: cuidadosamente);
 - (vi) las preposiciones y frases preposicionales;
 - (vii) los pronombres posesivos (ej., su, sus, mi, mis, suyo);
 - (viii) las conjunciones coordinantes (ej., y, o, pero); y
 - (ix) las palabras de transición que indiquen tiempo y orden y las transiciones que indiquen una conclusión (ej., finalmente, por último);
 - (B) utilicen el sujeto completo y el predicado completo en una oración;
 - (C) utilicen oraciones completas, tanto sencillas como compuestas; y
 - (D) identifiquen, lean y escriban abreviaturas (ej., Ave., Dra., Atte.).
- (23) Convenciones del lenguaje oral y escrito/Caligrafía, uso de letras mayúsculas y signos de puntuación. Los estudiantes escriben de manera legible y usan correctamente las letras mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes:
- (A) escriban de manera legible en letra cursiva utilizando espaciado entre las palabras de la oración;
 - (B) utilicen el uso de letras mayúsculas para:
 - (i) nombres y lugares geográficos;
 - (ii) épocas históricas; y
 - (iii) títulos oficiales de personas;
 - (C) reconozcan y utilicen los signos de puntuación, incluyendo las comas; y
 - (D) utilicen las convenciones mecánicas correctamente, incluyendo “sangrías” en los párrafos.
- (24) Convenciones del lenguaje oral y escrito/Ortografía. Los estudiantes deletrean correctamente. Se espera que los estudiantes:
- (A) deletreen palabras correctamente, con mayor precisión, utilizando las reglas ortográficas, incluyendo:
 - (i) las palabras que contengan sílabas fuertes con /r/ y se deletreen con "r" o "rr", como en las palabras ratón y carro;
 - (ii) las palabras que contengan sílabas suaves con /r/ y se deletreen con "r" y siempre entre vocales, como en las palabras pero y perro;
 - (iii) las palabras que contengan sílabas con la "h" muda (ej., ahora, almohada);

- (iv) las palabras que contengan las sílabas que-, qui-, como en queso y quito; gue-, gui-, como en guiso y juguete; y güe-, güi-, como en paraguero y agüita;
 - (v) las palabras que tengan el mismo sonido representado por diferentes letras (ej., "r" y "rr", como en ratón y perro; "ll" y "y", como en llave y yate; "g" y "j", como en gigante y jirafa; "c", "k" y "q", como en casa, kilo y quince; "c", "s" y "z", como en cereal, semilla y zapato; "j" y "x", como en cojín y México; "i" e "y", como en imán y doy; "b" y "v", como en burro y vela); y
 - (vi) las palabras que utilicen "n" antes de "v" (ej., invitación), "m" antes de "b" (ej., cambiar) y "m" antes de "p" (ej., comprar);
- (B) deletreen, con mayor precisión, palabras que contengan combinaciones de consonantes (ej., bra/bra-zo-, glo/glo-bo-);
- (C) deletreen, con mayor precisión, los plurales de palabras que terminen con "z" y reemplacen la "z" con "c" antes de agregar -es (ej., capaz, capaces, raíz, raíces);
- (D) deletreen utilizando el conocimiento de los sonidos silábicos, las partes de las palabras, la división de sílabas y el silabeo;
- (E) escriban, con mayor precisión, el uso de los acentos, incluyendo:
- (i) las palabras que tengan acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., feliz, canción); y
 - (ii) las palabras que tengan acento prosódico u ortográfico en la penúltima sílaba (palabras graves) (ej., casa, árbol);
- (F) se familiaricen con palabras que tengan un acento ortográfico en la antepenúltima sílaba (palabras esdrújulas) (ej., último, cómico, mecánico);
- (G) se familiaricen con el concepto de hiatos y diptongos y las implicaciones para los acentos ortográficos (ej., le-er, rí-o; quie-ro, vio);
- (H) pongan los acentos, con mayor precisión, en las palabras más comunes que se utilicen para formar preguntas y expresar exclamaciones (ej., cuál, dónde, cómo);
- (I) distingan el significado o la función de una palabra basada en el acento diacrítico (ej., se/sé, el/él, mas/más);
- (J) pongan acentos apropiadamente al conjugar los verbos en los tiempos pretérito, imperfecto, perfecto, condicional y futuro (ej., corrió, jugó, tenía, gustaría, vendrá); y
- (K) utilicen fuentes impresas y electrónicas para encontrar y verificar la ortografía correcta.
- (25) Investigación/Plan de investigación. Los estudiantes formulan preguntas abiertas de una determinada investigación y desarrollan un plan para responderlas. Se espera que los estudiantes:
- (A) generen temas de investigación sobre intereses personales o al tener una lluvia de ideas con otros, escojan un tema y formulen preguntas abiertas acerca del tema principal de investigación; y
 - (B) generen un plan de investigación para recopilar información relevante (ej., encuestas, entrevistas, enciclopedias) acerca de la pregunta de investigación principal.
- (26) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todas las fuentes relevantes para responder a una pregunta de investigación y sistemáticamente registran la información recopilada. Se espera que los estudiantes:

- (A) sigan el plan de investigación para recopilar información de varias fuentes informativas, tanto orales como escritas, incluyendo:
 - (i) las encuestas iniciadas por el estudiante, las inspecciones actualizadas o llevadas a cabo en su sitio y las entrevistas;
 - (ii) los datos de expertos, los textos de consulta y las investigaciones a través del Internet; y
 - (iii) las fuentes visuales de información (ej., mapas, cronologías, gráficas) donde sean apropiadas;
 - (B) utilicen las técnicas de examinar la lectura rápidamente o de escanear para identificar datos al revisar las características del texto (ej., texto resaltado en negritas, leyendas o pie de fotos, palabras claves, letra cursiva);
 - (C) tomen apuntes sencillos y clasifiquen las pruebas en sus respectivas categorías o en un organizador;
 - (D) identifiquen el autor, el título, la editorial y la fecha de publicación de las fuentes de información;
 - (E) distingan entre el parafraseo y el plagio e identifiquen la importancia de citar fuentes de información que sean válidas y fidedignas;
- (27) Investigación/Síntesis de la información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes mejoren el enfoque de la investigación como resultado de consultar fuentes fidedignas (ej., bibliotecarios y expertos del tema).
- (28) Investigación/Organización y presentación de ideas. Los estudiantes organizan y presentan sus ideas y su información de acuerdo al propósito de la investigación y de su público. Se espera que los estudiantes lleguen a conclusiones a través de una explicación breve y utilicen apuntes para crear una página de obras citadas, incluyendo el autor, el título, la editorial y la fecha de publicación de cada fuente de información citada.

§128.15. Spanish Language Arts, Grade 4, beginning with School Year 2009-2010.

- (b) Conocimientos y destrezas.
- (15) Expresión escrita/Proceso de escritura. Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes:
- (A) planifiquen un primer borrador seleccionando un género apropiado para expresar el significado deseado a un público y generen ideas a través de una variedad de estrategias (ej., lluvia de ideas, organizadores gráficos, diarios);
 - (B) desarrollen borradores categorizando ideas y organizándolas en párrafos;
 - (C) corrijan la coherencia, la organización y el uso de oraciones sencillas y compuestas en los borradores, y para el público;
 - (D) corrijan la gramática, las convenciones mecánicas y la ortografía en los borradores utilizando una rúbrica desarrollada por el maestro; y
 - (E) revisen el borrador final después de revisar las reacciones de sus compañeros y del maestro, y publiquen las redacciones para un público específico.
- (16) Escritura/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, eventos e ideas reales o imaginarias. Se espera que los estudiantes:
- (A) escriban cuentos imaginativos que desarrollen el clímax de un argumento y que contengan detalles de los personajes y del escenario; y
 - (B) escriban poemas que expresen detalles sensoriales utilizando las convenciones de la poesía (ej., el ritmo, la métrica, los patrones de los versos).
- (17) Escritura. Los estudiantes escriben acerca de sus propias experiencias. Se espera que los estudiantes escriban acerca de experiencias importantes y personales.
- (18) Escritura/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos o textos relacionados con empleos para comunicar ideas e información a públicos específicos con propósitos específicos. Se espera que los estudiantes:
- (A) creen composiciones breves que:
 - (i) establezcan una idea central en una oración temática;
 - (ii) incluyan oraciones secundarias que apoyen con datos sencillos, detalles y explicaciones; y
 - (iii) contengan una oración de conclusión;
 - (B) escriban cartas que utilicen el lenguaje apropiado para el público y el propósito (ej., una nota de agradecimiento a un amigo) y que utilicen las convenciones apropiadas (ej., fecha, saludo, despedida); y
 - (C) escriban respuestas a textos literarios o expositivos y demuestren entendimiento utilizando pruebas del texto.
- (19) Escritura/Textos persuasivos. Los estudiantes escriben textos persuasivos para influenciar las actitudes o acciones de un público específico, sobre temas específicos. Se espera que los estudiantes escriban ensayos persuasivos para públicos apropiados que establezcan una postura y utilicen detalles que la apoyen.
- (20) Convenciones del lenguaje oral y escrito/Convenciones. Los estudiantes entienden la función y el uso de las convenciones del lenguaje académico al hablar y escribir. Los

estudiantes continúan aplicando los estándares previos con mayor complejidad. Se espera que los estudiantes:

- (A) utilicen y entiendan la función de los siguientes elementos gramaticales en el contexto de la lectura, la escritura y la oratoria:
 - (i) los verbos regulares e irregulares (los tiempos pasado, presente, futuro y perfecto del modo indicativo);
 - (ii) los sustantivos (singulares/ plurales, comunes/ propios);
 - (iii) los adjetivos (ej., calificativos, incluyendo frases calificativas: vestido de domingo) y sus formas comparativas y superlativas (ej., más que, la más);
 - (iv) los adverbios (ej., frecuencia: usualmente, a veces; intensidad: casi, mucho);
 - (v) las preposiciones y las frases preposicionales para expresar lugar, hora, dirección o para proveer detalles;
 - (vi) los pronombres reflexivos (ej., me, te, se, nos);
 - (vii) las conjunciones disyuntivas (ej., o/o, ni/ni); y
 - (viii) las palabras de transición que indiquen tiempo y orden y las transiciones que indiquen una conclusión;
 - (B) usen el sujeto completo y el predicado completo en una oración; y
 - (C) usen oraciones completas, tanto sencillas como compuestas, con la concordancia correcta del sujeto y el verbo.
- (21) Convenciones del lenguaje oral y escrito/Caligrafía, uso de letras mayúsculas y signos de puntuación. Los estudiantes escriben de manera legible y usan correctamente las letras mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes:
- (A) escriban de manera legible en letra cursiva o letra de molde como sea apropiado;
 - (B) utilicen letras mayúsculas para:
 - (i) eventos y documentos históricos; y
 - (ii) la primera palabra de los títulos de libros, cuentos y ensayos;
 - (C) reconozcan y utilicen los signos de puntuación, incluyendo las comas en oraciones compuestas; dos puntos, punto y coma, puntos suspensivos, guión y raya; y
 - (D) identifiquen y lean abreviaturas (ej., Sr., Atte).
- (22) Convenciones del lenguaje oral y escrito/Ortografía. Los estudiantes deletrean correctamente. Se espera que los estudiantes:
- (A) escriban, con mayor precisión, el uso de los acentos, incluyendo:
 - (i) las palabras que tengan acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., feliz, canción);
 - (ii) las palabras que tengan acento prosódico u ortográfico en la penúltima sílaba (palabras graves) (ej., casa, árbol); y
 - (iii) las palabras que tengan un acento ortográfico en la antepenúltima sílaba (palabras esdrújulas) (ej., último, cómico, mecánico);
 - (B) deletreen palabras con hiatos y diptongos (ej., le-er, rí-o; quie-ro, vio);
 - (C) deletreen palabras bases y raíces con afijos (ej., ex-, pre-, post-, -able);

- (D) deletreen palabras con:
 - (i) raíces griegas (ej., tele-, foto-, grafo-, metro-);
 - (ii) raíces latinas (ej., spec, scrib, rupt, port, dict);
 - (iii) sufijos griegos (ej., -ología, -fobia, -ismo, -ista); y
 - (iv) sufijos del latín (ej., -able, -ible, -ancia);
 - (E) distingan el significado o la función de una palabra basada en el acento diacrítico (ej., dé, de; tú, tu);
 - (F) pongan acentos apropiadamente al conjugar los verbos en los tiempos pretérito, imperfecto, perfecto, condicional y futuro (ej., corrió, jugó, tenía, gustaría, vendrá); y
 - (G) utilicen patrones y reglas ortográficas y fuentes impresas y electrónicas para determinar y verificar la ortografía correcta.
- (23) Investigación/Plan de investigación. Los estudiantes formulan preguntas abiertas de una determinada investigación y desarrollan un plan para responderlas. Se espera que los estudiantes:
- (A) generen temas de investigación sobre intereses personales o al tener una lluvia de ideas con otros, escojan un tema y formulen preguntas abiertas acerca del tema principal de la investigación; y
 - (B) generen un plan de investigación para recopilar información relevante (ej., encuestas, entrevistas, enciclopedias) acerca de la pregunta de la investigación principal.
- (24) Investigación/Recopilación de fuentes. Los estudiantes determinan, localizan y exploran todas las fuentes relevantes para responder a una pregunta de investigación y sistemáticamente registran la información recopilada. Se espera que los estudiantes:
- (A) sigan el plan de investigación para recopilar información de varias fuentes informativas, tanto orales como escritas, incluyendo:
 - (i) las encuestas iniciadas por el estudiante, las inspecciones actualizadas o llevadas a cabo en su sitio y las entrevistas;
 - (ii) los datos de expertos, los textos de consulta y las investigaciones a través del Internet; y
 - (iii) las fuentes visuales de información (ej., mapas, cronologías, gráficas) donde sean apropiadas;
 - (B) utilicen las técnicas de examinar la lectura rápidamente o de escanear para identificar datos al revisar las características del texto (ej., texto resaltado en negritas, letra cursiva);
 - (C) tomen apuntes sencillos y clasifiquen las pruebas en sus respectivas categorías o en un organizador;
 - (D) identifiquen el autor, el título, la editorial y la fecha de publicación de las fuentes de información; y
 - (E) distingan entre el parafraseo y el plagio e identifiquen la importancia de citar fuentes de información que sean válidas y fidedignas;
- (25) Investigación/Síntesis de información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes mejoren el enfoque de la investigación como resultado de consultar fuentes fidedignas (ej., bibliotecarios y expertos del tema);

- (26) Investigación/Organización y presentación de ideas. Los estudiantes organizan y presentan sus ideas y su información de acuerdo al propósito de la investigación y de su público. Se espera que los estudiantes lleguen a conclusiones a través de una explicación breve y utilicen apuntes para crear una página de obras citadas, incluyendo el autor, el título, la editorial y la fecha de publicación de cada fuente de información citada.

§128.16. Spanish Language Arts, Grade 5, beginning with School Year 2009-2010.

(b) Conocimientos y destrezas

- (15) Expresión escrita/Proceso de Escritura. Los estudiantes utilizan los elementos del proceso de escritura (planificar, hacer borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes:
- (A) planifiquen un primer borrador seleccionando un género apropiado para expresar a un público el significado deseado determinando los temas apropiados a través de una variedad de estrategias (ej., discusión, lecturas preparatorias, intereses personales, entrevistas) y desarrollen una tesis o una idea principal;
 - (B) desarrollen borradores escogiendo una estrategia organizadora apropiada (ej., secuencia de eventos, causa-efecto, comparar-contrastar) y desarrollen sus ideas para crear una redacción enfocada, organizada y coherente;
 - (C) revisen los borradores para clarificar el significado, mejorar el estilo, incluir oraciones sencillas y compuestas y mejorar las transiciones agregando, suprimiendo, combinando y reorganizando las oraciones o unidades textuales más amplias después de reconsiderar lo bien que se han tratado las cuestiones del propósito, del público y del género;
 - (D) corrijan la gramática, las convenciones mecánicas y la ortografía en los borradores; y
 - (E) corrijan el borrador final después de recibir reacciones de sus compañeros y del maestro y publiquen las redacciones para el público apropiado.
- (16) Escritura/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, eventos e ideas reales o imaginarias. Se espera que los estudiantes:
- (A) escriban cuentos imaginativos que incluyan:
 - (i) un enfoque, una trama y un punto de vista claramente definidos;
 - (ii) un escenario específico y verosímil creado a través de detalles sensoriales; y
 - (iii) un diálogo que desarrolle el cuento;
 - (B) escriban poemas utilizando:
 - (i) las técnicas poéticas (ej., aliteración, onomatopeya);
 - (ii) el lenguaje figurativo (ej., símiles, metáforas); y
 - (iii) los elementos gráficos; (ej., letras mayúsculas, extensión de línea).
- (17) Escritura. Los estudiantes escriben acerca de sus propias experiencias. Se espera que los estudiantes escriban un relato personal que exprese los pensamientos y sentimientos de alguna experiencia.
- (18) Escritura/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos o textos relacionados con empleos para comunicar ideas e información a públicos específicos con propósitos específicos. Se espera que los estudiantes:
- (A) creen ensayos de varios párrafos para expresar información sobre el tema que:
 - (i) presenten introducciones efectivas y párrafos finales;
 - (ii) guíen e informen al lector de su entendimiento de las ideas claves y la evidencia;

- (iii) incluyan datos, detalles y ejemplos específicos en una estructura apropiadamente organizada; y
 - (iv) utilicen varios tipos de oraciones y una variedad de transiciones para conectar párrafos;
- (B) escriban cartas formales e informales que expresen ideas, incluyan información importante, muestren sentido que hay una despedida y utilicen convenciones apropiadas (ej., fecha, saludo, despedida); y
- (C) escriban respuestas a textos literarios o expositivos y demuestren entendimiento utilizando pruebas del texto.
- (19) Escritura/Textos persuasivos. Los estudiantes escriben textos persuasivos para influenciar las actitudes o acciones de un público específico, sobre temas específicos. Se espera que los estudiantes escriban ensayos persuasivos para públicos apropiados que establezcan una postura e incluyan razonamiento sólido, evidencia detallada y relevante y la consideración de alternativas.
- (20) Convenciones del lenguaje oral y escrito/Convenciones. Los estudiantes entienden la función y el uso de las convenciones del lenguaje académico al hablar y escribir. Los estudiantes continúan aplicando los estándares previos con mayor complejidad. Se espera que los estudiantes:
- (A) utilicen y entiendan la función de los siguientes elementos gramaticales en el contexto de la lectura, la escritura y la oratoria:
 - (i) los verbos regulares e irregulares (en los tiempos pasado, presente, futuro y perfecto del modo indicativo);
 - (ii) los sustantivos colectivos (ej., manada, rebaño);
 - (iii) los adjetivos (ej., calificativos, incluyendo aquellos que expresen origen (gentilicios): auto, *francés*, dólar *americano*) y sus formas comparativas y superlativas (ej., bueno, mejor, la mejor);
 - (iv) los adverbios (ej., frecuencia: usualmente, a veces; intensidad: casi, mucho);
 - (v) las preposiciones y las frases preposicionales para expresar lugar, hora, dirección o proveer detalles;
 - (vi) los pronombres indefinidos (ej., todos, juntos, nada, cualquier);
 - (vii) las conjunciones subordinantes (e.g. mientras, porque, aunque, si); y
 - (viii) las palabras de transición (ej., también, por lo tanto);
 - (B) se familiaricen con los verbos regulares e irregulares en los tiempos presente y pasado del modo subjuntivo (ej., que diga; que dijera);
 - (C) usen el sujeto completo y el predicado completo en una oración;
 - (D) usen oraciones completas, tanto sencillas como compuestas, con la concordancia correcta del sujeto y el verbo; y
 - (E) identifiquen y lean abreviaturas (ej., Sr., Atte.).
- (21) Convenciones del lenguaje oral y escrito/Caligrafía, letras mayúsculas y signos de puntuación. Los estudiantes escriben con letra legible y usan correctamente las letras mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes:
- (A) utilicen letras mayúsculas para:
 - (i) las abreviaturas;

- (ii) las iniciales y los acrónimos; y
 - (iii) las organizaciones;
 - (B) reconozcan y utilicen signos de puntuación, incluyendo:
 - (i) las comas en las oraciones compuestas; y
 - (ii) la puntuación apropiada y el uso del espaciado para las citas y el guión largo o la raya; y
 - (C) utilicen las convenciones mecánicas apropiadas, incluyendo letra cursiva en los títulos de libros.
- (22) Convenciones del lenguaje oral y escrito/Ortografía. Los estudiantes deletrean correctamente. Se espera que los estudiantes:
- (A) deletreen palabras con reglas y patrones ortográficos más avanzados, incluyendo:
 - (i) las palabras que tengan acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., feliz, canción);
 - (ii) las palabras que tengan un acento prosódico u ortográfico en la penúltima sílaba (palabras graves) (ej., casa, árbol);
 - (iii) las palabras que tengan un acento ortográfico en la antepenúltima sílaba (palabras esdrújulas) (ej., último, cómico, mecánico);
 - (iv) las palabras que tengan un acento ortográfico en la sílaba antes de la antepenúltima sílaba (palabras sobresdrújulas);
 - (B) pongan acentos ortográficos apropiados al conjugar verbos en los tiempos pretérito, imperfecto, perfecto, condicional y futuro (ej., corrió, jugó, tenía, gustaría, vendrá);
 - (C) deletreen palabras con:
 - (i) las raíces griegas (ej., tele-, foto-, grafo-, metro-);
 - (ii) las raíces latinas (ej., spec, scrib, rupt, port, dict);
 - (iii) los sufijos griegos (ej., -ología, -fobia, -ismo, -ista); y
 - (iv) los sufijos del latín (ej., -able, -ible, -ancia);
 - (D) deletreen correctamente palabras que contengan hiatos y diptongos (ej., le-er, rí-o, quie-ro, vio);
 - (E) distingan entre términos que usualmente se confunden (ej., porque, por qué; asimismo, así mismo; sino, si no; también, tan bien);
 - (F) utilicen patrones y reglas ortográficas y fuentes impresas y electrónicas para determinar y verificar la ortografía correcta; y
 - (G) sepan como usar la función de verificar la ortografía en el procesamiento de texto y comprendan sus limitaciones.
- (23) Investigación/Plan de investigación. Los estudiantes formulan preguntas abiertas de una determinada investigación y desarrollan un plan para responderlas. Se espera que los estudiantes:
- (A) tengan una lluvia de ideas, consulten con otros, determinen el tema y formulen preguntas abiertas que traten con el tema principal de la investigación; y
 - (B) generen un plan de investigación para recopilar información relevante acerca del tema principal de la investigación.

- (24) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todas las fuentes relevantes para responder a una pregunta y sistemáticamente registran la información recopilada. Se espera que los estudiantes:
- (A) sigan el plan de investigación para recopilar datos de una variedad de fuentes impresas y electrónicas en español (ej., textos de consulta, publicaciones, páginas web, fuentes del Internet) y datos de los expertos;
 - (B) distingan entre fuentes primarias y secundarias;
 - (C) documenten datos, utilizando tecnología disponible (ej., procesadores de texto) para ver las relaciones entre las ideas y para convertir datos gráficos/visuales (ej., gráficos, diagramas, cronologías) en apuntes escritos;
 - (D) identifiquen la fuente de los apuntes (ej., el autor, el título, el número de la página) y documenten información bibliográfica acerca de esas fuentes según un formato estándar; y
 - (E) distingan entre el parafraseo y el plagio e identifiquen la importancia de citar fuentes de información válidas y fidedignas.
- (25) Investigación/Síntesis de la información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes:
- (A) perfeccionen la pregunta de investigación, si es necesario, guiados por las respuestas de unas preguntas secundarias; y
 - (B) evalúen el significado, la validez y la confiabilidad de las fuentes utilizadas en la investigación.
- (26) Investigación/Organización y presentación de ideas. Los estudiantes organizan y presentan sus ideas y su información de acuerdo al propósito de la investigación y de su público. Se espera que los estudiantes sintetizen la investigación en una presentación oral o escrita que:
- (A) recopile información importante de una variedad de fuentes;
 - (B) desarrolle una oración temática, haga un resumen de las conclusiones y utilice pruebas para apoyar las conclusiones;
 - (C) presente las conclusiones en un formato constante; y
 - (D) use citas para apoyar ideas y una forma de documentación apropiada para reconocer las fuentes literarias (ej., bibliografía, obras citadas).

Subchapter B. Middle School

§128.18. Spanish Language Arts, Grade 6, beginning with School Year 2009-2010.

- (b) Conocimientos y destrezas.
- (14) Expresión escrita/Proceso de escritura. Los estudiantes utilizan los elementos del proceso de escritura (planificar, desarrollar borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes:
- (A) planifiquen un primer borrador seleccionando un género apropiado para expresar a un público el significado deseado determinando los temas apropiados a través de una variedad de estrategias (ej., discusión, lecturas preparatorias, intereses personales, entrevistas), y desarrollen una tesis o una idea principal;
 - (B) desarrollen borradores escogiendo una estrategia organizadora apropiada (ej., secuencia de eventos, causa-efecto, comparar-contrastar) y desarrollen sus ideas para crear una redacción enfocada, organizada y coherente;
 - (C) revisen los borradores para clarificar el significado, mejorar el estilo, incluir oraciones sencillas y compuestas y mejorar las transiciones agregando, suprimiendo, combinando y reorganizando las oraciones o unidades textuales más amplias después de reconsiderar lo bien que se han tratado las cuestiones del propósito, del público y del género;
 - (D) corrijan la gramática, las convenciones mecánicas y la ortografía en los borradores; y
 - (E) corrijan el borrador final después de recibir reacciones de sus compañeros y del maestro y publiquen las redacciones para el público apropiado.
- (15) Escritura/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, eventos e ideas reales o imaginarias. Se espera que los estudiantes:
- (A) escriban cuentos imaginativos que incluyan:
 - (i) un enfoque, una trama y un punto de vista claramente definidos;
 - (ii) un escenario específico y verosímil creado a través de detalles sensoriales; y
 - (iii) un diálogo que desarrolle el cuento; y
 - (B) escriban poemas utilizando:
 - (i) las técnicas poéticas (ej., aliteración, onomatopeya);
 - (ii) el lenguaje figurativo (ej., símiles, metáforas); y
 - (iii) los elementos gráficos (ej., letras mayúsculas y longitud de la línea).
- (16) Escritura. Los estudiantes escriben acerca de sus propias experiencias. Se espera que los estudiantes escriban un relato personal que tenga un enfoque claramente definido y que comunique la importancia o las razones de las acciones y/o consecuencias.
- (17) Escritura/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos o textos relacionados con empleos para comunicar ideas e información a públicos específicos con propósitos específicos. Se espera que los estudiantes:
- (A) creen ensayos de varios párrafos para expresar información sobre el tema que:
 - (i) presenten introducciones efectivas y párrafos finales;

- (ii) guíen e informen al lector de su entendimiento de las ideas claves y la evidencia;
 - (iii) incluyan datos, detalles y ejemplos específicos en una estructura apropiadamente organizada; y
 - (iv) utilicen varios tipos de oraciones y una variedad de transiciones para conectar párrafos;
 - (B) escriban cartas formales e informales que expresen ideas, incluyan información importante, muestren un sentido de despedida y utilicen las convenciones apropiadas (ej., fecha, saludo, despedida);
 - (C) escriban respuestas a textos literarios o expositivos y demuestren entendimiento utilizando pruebas del texto; y
 - (D) utilicen la tecnología disponible para desarrollar una presentación multimedia que contenga texto y gráficas.
- (18) Escritura/Textos persuasivos. Los estudiantes escriben textos persuasivos para influenciar las actitudes o acciones de un público específico, sobre temas específicos. Se espera que los estudiantes escriban ensayos persuasivos para públicos apropiados que establezcan una postura e incluyan razonamiento sólido, evidencia detallada y relevante y la consideración de alternativas.
- (19) Convenciones del lenguaje oral y escrito/Convenciones. Los estudiantes entienden la función y el uso de las convenciones del lenguaje académico al hablar y escribir. Los estudiantes continúan aplicando los estándares previos con mayor complejidad. Se espera que los estudiantes:
- (A) utilicen y entiendan la función de los siguientes elementos gramaticales en el contexto de la lectura, la escritura y la oratoria:
 - (i) los verbos regulares e irregulares (en los tiempos pasado, presente, futuro y perfecto del modo indicativo);
 - (ii) los sustantivos que no expresen número (ej., cardúmen, jaulía);
 - (iii) el adjetivo que asume la función de predicado (Ella es *inteligente*.) y sus formas comparativas (ej., muy, más);
 - (iv) los adverbios conjuntivos (ej., consecuente-mente, además, de hecho);
 - (v) las preposiciones y las frases preposicionales para expresar lugar, hora, dirección o para proveer detalles;
 - (vi) los pronombres indefinidos (ej., todos, juntos, nada, cualquier);
 - (vii) las conjunciones subordinantes (ej., mientras, porque, aunque, si); y
 - (viii) las palabras y las frases de transición que demuestren un entendimiento de la función de la transición relacionada con la organización de la escritura (ej., por el contrario, además de);
 - (B) se familiaricen con los verbos regulares e irregulares en los tiempos presente y pasado del modo subjuntivo (ej., que haya, que hubiera);
 - (C) distingan entre la voz activa y pasiva y sepan utilizar las dos; y
 - (D) usen oraciones completas, tanto sencillas como compuestas, con la concordancia correcta del sujeto y el verbo.
- (20) Convenciones del lenguaje oral y escrito/Caligrafía, uso de letras mayúsculas y signos de puntuación. Los estudiantes escriben de manera legible y usan correctamente las letras

mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes:

- (A) utilicen letras mayúsculas para:
 - (i) las abreviaturas;
 - (ii) las iniciales y los acrónimos; y
 - (iii) las organizaciones;
 - (B) reconozcan y utilicen signos de puntuación, incluyendo:
 - (i) las comas en las oraciones compuestas;
 - (ii) la puntuación apropiada y el uso del espaciado para las citas y el guión largo o la raya; y
 - (iii) los paréntesis, los corchetes y las elipsis (para indicar omisión e interrupciones o frases incompletas); y
 - (C) utilicen las convenciones mecánicas, incluyendo letra cursiva en los títulos de libros.
- (21) Convenciones del lenguaje oral y escrito/Ortografía. Los estudiantes deletrean correctamente. Se espera que los estudiantes:
- (A) deletreen palabras con reglas y patrones ortográficos más avanzados, incluyendo:
 - (i) palabras que tengan acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., feliz, canción);
 - (ii) palabras que tengan un acento prosódico u ortográfico en la penúltima sílaba (palabras graves) (ej., casa, árbol);
 - (iii) palabras que tengan un acento ortográfico en la antepenúltima sílaba (palabras esdrújulas) (ej., último, cómico, mecánico); y
 - (iv) palabras que tengan un acento ortográfico en la sílaba antes de la antepenúltima sílaba (palabras sobresdrújulas);
 - (B) pongan acentos ortográficos apropiados al conjugar verbos en los tiempos pretérito, imperfecto, perfecto, condicional y futuro (ej., corrió, jugó, tenía, gustaría, vendrá);
 - (C) deletreen palabras con:
 - (i) las raíces griegas (ej., tele-, foto-, grafo-, metro-);
 - (ii) las raíces latinas (ej., spec, scrib, rupt, port, dict);
 - (iii) los sufijos griegos (ej., -ología, -fobia, -ismo, -ista); y
 - (iv) los sufijos del latín (ej., -able, -ible, -ancia);
 - (D) deletreen correctamente palabras que contengan hiatos y diptongos (ej., le-er, rí-o, quie-ro, vio);
 - (E) distingan entre términos que usualmente se confunden (ej., porque, por qué; tampoco, tan poco; mediodía, medio día; quehacer, que hacer);
 - (F) utilicen patrones y reglas ortográficas y fuentes impresas y electrónicas para determinar y verificar la ortografía correcta; y
 - (G) sepan como usar la función de verificar la ortografía en el procesamiento de texto y comprendan sus limitaciones.
- (22) Investigación/Plan de investigación. Los estudiantes formulan preguntas abiertas de una determinada investigación y desarrollan un plan para responderlas. Se espera que los estudiantes:

- (A) tengan una lluvia de ideas, consulten con otros, determinen el tema y formulen preguntas abiertas que traten con el tema principal de la investigación; y
 - (B) generen un plan de investigación para recopilar información relevante acerca del tema principal de la investigación.
- (23) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todas las fuentes relevantes para responder a una pregunta de investigación y sistemáticamente registran la información recopilada. Se espera que los estudiantes:
- (A) sigan el plan de investigación para recopilar datos de una variedad de fuentes impresas y electrónicas en español (ej., textos de consulta, publicaciones, páginas web, fuentes del Internet) y datos de los expertos;
 - (B) distingan entre fuentes primarias y secundarias;
 - (C) documenten datos, utilizando la tecnología disponible (ej., procesadores de texto) para ver las relaciones entre las ideas y para convertir datos gráficos/visuales (ej., gráficos, diagramas, cronologías) en apuntes escritos;
 - (D) identifiquen la fuente de los apuntes (ej., el autor, el título, el número de la página) y documenten información bibliográfica acerca de esas fuentes según un formato estándar; y
 - (E) distingan entre el parafraseo y el plagio e identifiquen la importancia de citar fuentes de información válidas y fidedignas.
- (24) Investigación/Síntesis de información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes:
- (A) perfeccionen la pregunta de investigación, si es necesario, guiados por las respuestas de unas preguntas secundarias; y
 - (B) evalúen la relación y la validez de las fuentes utilizadas en la investigación.
- (25) Investigación/Organización y presentación de ideas. Los estudiantes organizan y presentan sus ideas y su información de acuerdo al propósito de la investigación y de su público. Se espera que los estudiantes sintetizen la investigación en una presentación oral o escrita que:
- (A) recopile información importante de una variedad de fuentes;
 - (B) desarrolle una oración temática, haga un resumen de las conclusiones y utilice pruebas para apoyar las conclusiones;
 - (C) presente las conclusiones en un formato constante; y
 - (D) use citas para apoyar ideas y una forma de documentación apropiada para reconocer las fuentes (ej., bibliografía, obras citadas).

Chapter 74. English Language Proficiency Standards

Subchapter A. Required Curriculum

§74.4. English Language Proficiency Standards.

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- (5) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (c) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.
- (6) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten through Grade 12.

(b) In fulfilling the requirements of this section, school districts shall:

- (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (c) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state’s English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.
- (c) Cross-curricular second language acquisition essential knowledge and skills
- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (A) use prior knowledge and experiences to understand meanings in English;
 - (B) monitor oral and written language production and employ self-corrective techniques or other resources;
 - (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
 - (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

§74.4(c)(2)–(5). English as a Second Language, Grades K–8, Student and Teacher Edition

- (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
 - (A) distinguish sounds and intonation patterns of English with increasing ease;
 - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
 - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
 - (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
 - (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
 - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
 - (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
 - (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
 - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
 - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
 - (E) share information in cooperative learning interactions;
 - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
 - (I) adapt spoken language appropriately for formal and informal purposes; and
 - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words;
 - (B) recognize directionality of English reading such as left to right and top to bottom;
 - (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
 - (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
 - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
 - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
 - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
 - (H) read silently with increasing ease and comprehension for longer periods;
 - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs;
 - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
 - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
 - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
 - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
 - (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
 - (E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe -s) correctly;
 - (iii) using negatives and contractions correctly;
 - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
 - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- (d) Proficiency level descriptors.
- (1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
 - (A) Beginning. Beginning ELLs have little or no ability to understand spoken English used in academic and social settings. These students:
 - (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;
 - (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and
 - (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.
 - (B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
 - (i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;
 - (ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

- (iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.
- (C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
- (i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;
 - (ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and
 - (iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
- (D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
- (i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;
 - (ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
 - (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
- (2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
- (A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:
- (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;
 - (ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;
 - (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;
 - (iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and
 - (v) typically use pronunciation that significantly inhibits communication.

- (B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:
- (i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;
 - (ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;
 - (iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;
 - (iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and
 - (v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.
- (C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:
- (i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;
 - (ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;
 - (iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;
 - (iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and
 - (v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.
- (D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:
- (i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;
 - (ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;
 - (iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;
 - (iv) make few second language acquisition errors that interfere with overall communication; and
 - (v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

- (3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.
- (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:
- (i) derive little or no meaning from grade appropriate stories read aloud in English, unless the stories are:
 - (I) read in short "chunks;"
 - (II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and
 - (III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;
 - (ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and
 - (iii) have difficulty decoding most grade-appropriate English text because they:
 - (I) understand the meaning of very few words in English; and
 - (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.
- (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
- (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
 - (I) predictable story lines;
 - (II) highly familiar topics;
 - (III) primarily high-frequency, concrete vocabulary;
 - (IV) short, simple sentences; and
 - (V) visual and linguistic supports;
 - (ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and
 - (iii) have difficulty decoding grade appropriate English text because they:
 - (I) understand the meaning of only those English words they hear frequently; and
 - (II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

- (C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
 - (i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;
 - (ii) recognize some basic English vocabulary and high-frequency words in isolated print; and
 - (iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:
 - (I) understand the meaning of most grade-appropriate English words; and
 - (II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.
 - (D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:
 - (i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;
 - (ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and
 - (iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.
- (4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
- (A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:
 - (i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:
 - (I) environmental print;
 - (II) some very high-frequency words; and
 - (III) concrete words that can be represented by pictures;
 - (ii) read slowly, word by word;
 - (iii) have a very limited sense of English language structures;
 - (iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

- (v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and
 - (vi) are able to apply reading comprehension skills in English only when reading texts written for this level.
- (B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
- (i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:
 - (I) everyday oral language;
 - (II) literal meanings of common words;
 - (III) routine academic language and terms; and
 - (IV) commonly used abstract language such as terms used to describe basic feelings;
 - (ii) often read slowly and in short phrases; may re-read to clarify meaning;
 - (iii) have a growing understanding of basic, routinely used English language structures;
 - (iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
 - (v) struggle to independently read and understand grade-level texts; and
 - (vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.
- (C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
- (i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
 - (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;
 - (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and
 - (III) understand multiple meanings of commonly used words;
 - (ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;
 - (iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
 - (iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

- (D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
- (i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;
 - (ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;
 - (iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and
 - (iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.
- (5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.
- (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:
- (i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);
 - (ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;
 - (iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and
 - (iv) may demonstrate little or no awareness of English print conventions.
- (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:
- (i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;
 - (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;
 - (iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and
 - (iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.
- (C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

- (i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;
 - (ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;
 - (iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and
 - (iv) occasionally exhibit second language acquisition errors when writing in English.
- (D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:
- (i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;
 - (ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and
 - (iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.
- (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
- (A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:
- (i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) ability to label, list, and copy;
 - (II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;
 - (III) present tense used primarily; and
 - (IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

- (B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:
- (i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;
 - (II) high-frequency vocabulary; academic writing often has an oral tone;
 - (III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;
 - (IV) repetition of ideas due to lack of vocabulary and language structures;
 - (V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;
 - (VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;
 - (VII) primary language features and errors associated with second language acquisition may be frequent; and
 - (VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals used to ELL writing.
- (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:
- (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;
 - (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;
 - (III) use of a variety of common cohesive devices, although some redundancy may occur;
 - (IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract

- ideas are expressed, academic demands are high, or low-frequency vocabulary is required;
 - (V) occasional second language acquisition errors; and
 - (VI) communications are usually understood by individuals not accustomed to the writing of ELLs.
- (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:
- (i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
 - (ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and
 - (iii) exhibit writing features typical at this level, including:
 - (I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;
 - (II) occasional difficulty with naturalness of phrasing and expression; and
 - (III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.
- (e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Texas College Readiness Standards

The Texas College Readiness Standards are included in *Proclamation 2011* as a guide for publishers as they develop their materials for adoption. Materials submitted for adoption under *Proclamation 2011* are not required to meet these standards in order to be placed on the conforming list.

English/Language Arts Standards

English as a Way of Knowing

Listening, speaking, writing, and reading are vehicles for communication. They enable people to express their thoughts and demonstrate what they have learned. In the past, students were taught specific lessons under the rubric of language, and the skills were practiced, reinforced and analyzed throughout the day in subjects such as geography, history and science. Today the teaching of language arts is often considered the exclusive responsibility of English teachers. However, the complex role of language in education makes it clear that the language arts cannot be left entirely to the English class. Improvement in the language arts requires students to read and write frequently in all disciplines and to receive ample feedback. Following these standards, the language arts should be viewed as being fundamental to pedagogy in any subject.

English teachers have the expertise to ask, explore, and help students answer fundamental questions about language, among them:

- How does one convey a message in writing?
- What genres are most suitable in a given context, and what are the textual features of those genres?
- How might one become a more skillful reader who can understand both the text's surface and deeper meanings?
- What shared and unique features characterize specific literary genres?
- What are significant texts in American, British and world literature, and what might they reveal about their cultural and historical contexts?
- What are the characteristics of effective listening and speaking, and how might one acquire and improve them?

English is mastered in the context of challenging content that requires students to think deeply and to exercise discipline in order to demonstrate understanding, raise questions, and present ideas.

Understanding and Using These Standards

Vertical Team (VT) members reviewed research on the skills and content knowledge students need to succeed in college; they also examined exemplary CRS and state and national standards in English. As members of the Commission for a College Ready Texas (CCRT), the VT co-chairs studied reports and heard expert testimony. The VT's first draft was posted for public comment in October 2007 by the THECB. Concurrently, the VT revised the standards in response to feedback from the CCRT, and this second draft was incorporated into the Report of the CCRT. The standards adopted by the THECB incorporate revisions based on the feedback to both public documents.

These standards are designed to be straightforward and easy to read. The VT members sought to avoid redundancy, wordiness or specialized terminology. The danger with this approach is that even though each statement may be simple, the underlying meaning may not be. The mastery level necessary on any particular standard depends on the specific task faced by the student. In other words, the standards can be fully understood only in the context of the learning materials or assignments with which the student is presented.

In this document, the rules of Standard American English are embedded into the writing process because a student must use language correctly in order to be college-ready. For example, it would be highly unusual for a student to be given a multiple-choice test on parts of speech in a first-year English class in college. These rules are also contained in the cross-disciplinary standards to indicate the need for students to be able to use grammar and punctuation correctly in all subject areas. Another reason that mechanics and usage are not separated from the writing process is that the context of communication—what educators and scholars call the rhetorical situation—determines what is appropriate and what is effective. Because language is employed in a wide range of situations, skillful users of language must know how to interpret and express themselves in a variety of forms and formats. Therefore, the standards address the full range of American English, allowing for the possibility that language can be used appropriately in many different formats and that students must have mastery of the rules associated with those formats and know when and how to apply those rules.

Because the language arts are present throughout the core curriculum, standards for the language arts appear in two places in this document — as elements of the cross-disciplinary standards fundamental to all subjects and as a stand-alone subject.

I. Writing

A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.

1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.
2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.
4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.
5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

II. Reading

A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.

1. Use effective reading strategies to determine a written work’s purpose and intended audience.
2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
3. Identify explicit and implicit textual information including main ideas and author’s purpose.

4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.
6. Analyze imagery in literary texts.
7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
8. Compare and analyze how generic features are used across texts.
9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.
10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.
11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use reference guides to confirm the meanings of new words or concepts.

C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

1. Read a wide variety of texts from American, European, and world literatures.
2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.
3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
4. Analyze and compare the use of language in literary works from a variety of world cultures.

D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

1. Describe insights gained about oneself, others, or the world from reading specific texts.
2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.

III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.
2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

B. Develop effective speaking styles for both group and one-on-one situations.

1. Participate actively and effectively in one-on-one oral communication situations.
2. Participate actively and effectively in group discussions.
3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

IV. Listening

A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

1. Analyze and evaluate the effectiveness of a public presentation.
2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.
3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).

B. Listen effectively in informal and formal situations.

1. Listen critically and respond appropriately to presentations.
2. Listen actively and effectively in one-on-one communication situations.
3. Listen actively and effectively in group discussions.

V. Research

A. Formulate topic and questions.

1. Formulate research questions.
2. Explore a research topic.
3. Refine research topic and devise a timeline for completing work.

B. Select information from a variety of sources.

1. Gather relevant sources.
2. Evaluate the validity and reliability of sources.
3. Synthesize and organize information effectively.
4. Use source material ethically.

C. Produce and design a document.

1. Design and present an effective product.
2. Use source material ethically.

Cross-Disciplinary Standards

Foundations of Learning and Knowing

Although the College Readiness Standards (CRS) are organized into four distinct disciplinary areas, English/language arts, mathematics, science, and social studies, there are elements that cut across one or more disciplines. In fact, some skill areas span all four subject areas. It is important to identify the cross-cutting knowledge and skills that underlie and connect the four disciplinary areas. This important need has been addressed through the addition of a section addressing cross-disciplinary standards.

Think of cross-disciplinary standards as tools that college instructors in all areas use to challenge, engage and evaluate students in each specific subject area. They include key cognitive strategies, such as reasoning, problem solving and conducting research, as well as processing and creating content knowledge, such as reading, writing and data analysis.

Many of these skills are also taught within the context of a single subject area. Reading and writing are excellent examples of subject areas where this occurs. While the primary responsibility for developing reading and writing skills in secondary school resides within English/language arts courses, first-year college students are expected to employ a range of subject-specific reading and writing strategies and techniques in all of their courses. For example, they will write a lab report in a biology class or read primary source documents in a history class.

Academic and business leaders emphasize the importance of being able to apply these skills across a variety of contexts and subject matter. They describe 21st Century learning and work environments in which the cross-disciplinary skills are prerequisites to solving many of the most important problems students will encounter in college and the workplace. These problems increasingly require applying knowledge across disciplines and subject areas and the mastery of a base set of communication and analysis skills that span subject areas. Students, then, not only need to possess content knowledge, but also need to be able to apply key cognitive strategies to the academic tasks presented to them, most of which require much more than simple recall of factual knowledge. These cross-disciplinary standards enable students to engage in deeper levels of thinking across a wide range of subjects. They help high school students prepare for the transition from high school's primary focus on acquiring content knowledge to a post-secondary environment in which complex cognitive skills are necessary to achieve deeper understanding.

Understanding and Using the Cross-Disciplinary Standards

The cross-disciplinary standards are organized in two major areas: Key Cognitive Skills and Foundational Skills. The Key Cognitive Skills specify intellectual behaviors that are prevalent in entry-level college courses. The list includes intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity. Foundational Skills consist of proficiencies students need to be able to transfer knowledge and apply it across the curriculum. These include reading, writing, conducting research, understanding and using data, and using technology.

The first three levels of the cross-disciplinary standards, the key content, the organizing components, and the performance expectations, are written to apply across subject areas. The performance indicators, however, illustrate how the cross-disciplinary standards are manifested within the subject areas. The Vertical Teams created an example in each subject area of at least one performance indicator that could be applied in that subject area. These indicators are meant to exemplify how the cross-disciplinary standards could be demonstrated in all subject areas.

I. Key Cognitive Skills

A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.
2. Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning

1. Consider arguments and conclusions of self and others.
2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.
3. Gather evidence to support arguments, findings, or lines of reasoning.
4. Support or modify claims based on the results of an inquiry.

C. Problem solving

1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solving a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

D. Academic behaviors

1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

E. Work habits

1. Work independently.
2. Work collaboratively.

F. Academic integrity

1. Attribute ideas and information to source materials and people.
2. Evaluate sources for quality of content, validity, credibility, and relevance.
3. Include the ideas of others and the complexities of the debate, issue, or problem.
4. Understand and adhere to ethical codes of conduct.

II. Foundational Skills

A. Reading across the curriculum

1. Use effective prereading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.
8. Connect reading to historical and current events and personal interest.

B. Writing across the curriculum

1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.
3. Compose and revise drafts.

C. Research across the curriculum

1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Evaluate the validity and reliability of sources.

5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

D. Use of data

1. Identify patterns or departures from patterns among data.
2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.
3. Present analyzed data and communicate findings in a variety of formats.

E. Technology

1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.

Accessibility Information for Proclamation 2011

I. Electronic Instructional Materials

Publishing companies that offer electronic textbooks (e.g., CD-ROMs, DVDs or Web-based instructional materials) for adoption are required to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508, as shown at the following web page: www.section508.gov/index.cfm?FuseAction+Content&ID=12. These technical standards are as follows:

Accessibility Standards For Web-Based Textbooks

- a. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
- b. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
- c. Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.
- d. Documents shall be organized so they are readable without requiring an associated style sheet.
- e. Redundant text links shall be provided for each active region of a server-side image map.
- f. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- g. Row and column headers shall be identified for data tables.
- h. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- i. Frames shall be titled with text that facilitates frame identification and navigation.
- j. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- k. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, **when compliance cannot be accomplished in any other way**. The content of the text-only page shall be updated whenever the primary page changes.
- l. When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.

- m. When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).
- n. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
- o. A method shall be provided that permits users to skip repetitive navigation links.
- p. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

Accessibility Standards For CD-ROM and DVD-Based Textbooks

- a. When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.
- b. Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features, where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.
- c. A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes.
- d. Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.
- e. When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.
- f. Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.
- g. Applications shall not override user selected contrast and color selections and other individual display attributes.

- h. When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.
- i. Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.
- j. When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.
- k. Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.
- l. When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

Accessibility Information Resources For Publishers Of Electronic Textbooks

The following web links, publications and conferences offer essential information for publishers that are planning the development of accessible electronic textbooks.

General

1. Section 508: <http://www.section508.gov/>
2. Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI): <http://www.w3.org/WAI/Resources/>
3. Making Educational Software and Web Sites Accessible: Design Guidelines Including Math and Science Solutions, The CPB/WGBH National Center for Accessible Media, January 2003: <http://ncam.wgbh.org/cdrom/guideline/>
4. Conference Proceedings, Annual Conference on “Technology and Persons with Disabilities,” California State University, Northridge (CSUN): <http://www.csun.edu/cod/conf/>
5. Texas Administrative Code, Chapter 206, Subchapter B, Section 206.50, Accessibility and Usability of State Web Sites: <http://www.dir.state.tx.us/standards/>

Resources for Designing Accessible Web Sites

1. Web Content Accessibility Guidelines (WCAG 1.0) – W3C: <http://www.w3.org/TR/WCAG10/>
2. Curriculum for WCAG 1.0: <http://www.w3.org/WAI/wcag-curric/>
3. Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild: <http://aware.hwg.org/>
4. Evaluation, Repair, and Transformation Tools for Web Content Accessibility: <http://www.w3.org/WAI/ER/existingtools.html>

5. HTML Kit (editor, validator, Word 2000 cleanup): <http://www.chami.com/html-kit/>
6. IBM Accessibility Checklist and Tutorial: <http://www-306.ibm.com/able/guidelines/web/accessweb.html>
7. Microsoft IE 5.x Developer Accessories (View partial source, view DOM, more): <http://www.microsoft.com/windows/ie/previous/webaccess/default.asp>
8. Microsoft IE 5.x Web Accessories (links list, toggle images, more): <http://www.microsoft.com/windows/ie/previous/webaccess/ie5wa.asp>
9. WGBH's National Center for Accessible Media: <http://www.wgbh.org/wgbh/pages/ncam/>
10. CAST's Bobby Application (analyzes web sites for accessibility): <http://webxact.watchfire.com/>
11. Trace Research and Development Center's Developing More Usable Web Sites: <http://www.trace.wisc.edu/world/web/>

Resources for Closed Captioning and Audio Description

1. A directory of captioning service providers is available at: <http://www.captions.org/services.cfm>
2. Media Access Group at WGBH, The Caption Center: <http://www.wgbh.org/caption>
3. National Captioning Institute: <http://www.ncicap.org>
4. VITAC: <http://www.vitac.com>
5. Media Access Group at WGBH, Descriptive Video Service: <http://main.wgbh.org/wgbh/pages/mag/services/description/>
6. Metropolitan Washington Ear, Inc.: <http://www.washear.org>
7. Narrative Television Network: <http://www.narrativetv.com>

Lists of additional resources are available from the Instructional Materials and Education Technology Division.

II. Printed Instructional Materials

Electronic Files And Textbooks Required For Automated Production Of Braille

Computerized files of state adopted printed instructional materials as well as the printed textbooks are needed by the Texas Education Agency to ensure that Braille versions of the materials are produced and delivered to Braille readers at the same time that other students receive their printed versions.

Publishers are required to provide computer files for all printed student materials adopted by the State Board of Education under Proclamation 2010. These files must conform to the National Instructional Materials Accessibility Standard (NIMAS). A copy of the NIMAS Standard follows this discussion (see page 55 *NIMAS 1.1 – The Technical Standard, July 19, 2006, Final Standard*).

Procedures For Providing Electronic Files And Printed Materials To Braille Producers

- (1) **September 10, 2010:** Publishers provide to the Instructional Materials and Educational Technology Division the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. This information should be sent to Ms. Pat Hatcher, at e-mail address: pat.hatcher@tea.state.tx.us, fax number (512) 463-8728, or regular address: 1701 North Congress Avenue, Room 3-110, Austin, Texas 78701.
- (2) **October 8, 2010:** Publishers send a small NIMAS test file and associated print pages to the Instructional Materials and Educational Technology Division, Attention: Manager, Distribution and Special Materials. In the past, this procedure has proven to be extremely beneficial to publishers and Braille producers. It has significantly facilitated communication between publishers and Braille producers. After receipt of the NIMAS test files, Braille producers designated by the Agency will need at least two weeks to evaluate the files and respond to publisher inquiries about usability.
- (3) **Week Following November SBOE Meeting:** Publishers of adopted printed instructional materials are informed of the designated Braille producers by Instructional Materials and Educational Technology Division.
- (4) **December 3, 2010:**
 - (a) Publishers provide three copies of all adopted printed instructional materials to the designated Braille producer. These will be used to assist Braille producers in rendering graphics and pictures included in the adopted textbooks. The printed copies should reflect the student components as they exist at the time of adoption.

Publishers are NOT required to provide printed copies or computer files of materials that are designed for use by teachers. If a teacher who is blind requires a Braille version during the adoption period, a publisher will be requested to provide the agency with two printed teacher editions, if applicable. Publishers are requested to provide two copies of printed items, such as blackline masters, that are clearly intended for student use even though they are included in the teacher component.
 - (b) Deliver usable textbook NIMAS files to designated Braille producers in accordance with the enclosed NIMAS standards.
- (5) **April 29, 2011:** Submit three copies of the corrected student components to the designated Braille producer.

NIMAS 1.1 The Technical Standard

July 19, 2006
Final Standard

PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

1. The authority citation for part 300 continues to read as follows:

Authority: 20 U.S.C. 1411–1420, unless otherwise noted.

2. Part 300 is amended by adding an appendix D to part 300 to read as follows:

Appendix D Part 300—National Instructional Materials Accessibility Standard (NIMAS)

Under sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, the Secretary of Education establishes the NIMAS. Under section 674(e)(4) of the Act, the NIMAS applies to print instructional materials published after August 18, 2006. The purpose of the NIMAS is to help increase the availability and timely delivery of print instructional materials in accessible formats to blind or other persons with print disabilities in elementary and secondary schools.

TECHNICAL SPECIFICATIONS—THE BASELINE ELEMENT SET

The Baseline Element Set details the minimum requirement that must be delivered to fulfill the NIMAS. It is the responsibility of publishers to provide this NIMAS-conformant XML content file, a package file (OPF), a PDF-format copy of the title page (*or whichever page(s) contain(s) ISBN and copyright information*), and a full set of the content's images. All of the images included within a work must be provided in a folder and placeholders entered in the relevant XML document indicating their location (all images must be included). The preferred image type is SVG, next is either PNG or JPG format. Images should be rendered in the same size/proportion as their originals at 300 dpi. Images should be named with relative path filenames in XML files (example: ``).

NIMAS-conformant content must be valid to the NIMAS 1.1 [see DAISY/NISO Z39.86 2005 or subsequent revisions]. In addition, files are required to use the tags from the Baseline Element Set when such tags are appropriate. Publishers are encouraged to augment the required Baseline Element Set with tags from the Optional Element Set (elements not included in the Standard) as applicable. For the purposes of NIMAS, appropriate usage of elements, both baseline and optional, is defined by the DAISY Structure Guidelines. Files that do not follow these guidelines in the selection and application of tags are not conformant to this Standard. Both optional elements and appropriate structure guidelines may be located within Z39.86-2002 and Z39.86-2005 available from <http://www.daisy.org/z3986/>. Use of the most current standard is recommended.

Document-level tags

Element	Description
dtbook	The root element in the Digital Talking Book DTD. <dtbook> contains metadata in <head> and the contents itself in <book>.
head	Contains metainformation about the book but no actual content of the book itself, which is placed in <book>.
book	Surrounds the actual content of the document, which is divided into <frontmatter>, <bodymatter>, and <rearmatter>. <head>, which contains metadata, precedes <book>.
meta	Indicates metadata about the book. It is an empty element that may appear repeatedly only in <head>. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Structure and Hierarchy

Element	Description
frontmatter	Usually contains <doctitle> and <docauthor>, as well as preliminary material that is often enclosed in appropriate <level> or <level1> etc. Content may include a copyright notice, a foreword, an acknowledgements section, a table of contents, etc. <frontmatter> serves as a guide to the content and nature of a <book>.
bodymatter	Consists of the text proper of a book, as contrasted with preliminary material <frontmatter> or supplementary information in <rearmatter>.
rearmatter	Contains supplementary material such as appendices, glossaries, bibliographies, and indices. It follows the <bodymatter> of the book.
level1	The highest-level container of major divisions of a book. Used in <frontmatter>, <bodymatter>, and <rearmatter> to mark the largest divisions of the book (usually parts or chapters), inside which <level2> subdivisions (often sections) may nest. The class attribute identifies the actual name (e.g., part, chapter) of the structure it marks. Contrast with <level>.
level2	Contains subdivisions that nest within <level1> divisions. The class attribute identifies the actual name (e.g., subpart, chapter, subsection) of the structure it marks.

level3	Contains sub-subdivisions that nest within <level2> subdivisions (e.g., sub-subsections within subsections). The class attribute identifies the actual name (e.g., section, subpart, subsection) of the subordinate structure it marks.
level4	Contains further subdivisions that nest within <level3> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
level5	Contains further subdivisions that nest within <level4> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
level6	Contains further subdivisions that nest within <level5> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.
h1	Contains the text of the heading for a <level1> structure.
h2	Contains the text of the heading for a <level2> structure.
h3	Contains the text of the heading for a <level3> structure.
h4	Contains the text of the heading for a <level4> structure.
h5	Contains the text of the heading for a <level5> structure.
h6	Contains the text of the heading for a <level6> structure. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Block elements

Element	Description
author	Identifies the writer of a work other than this one. Contrast with <docauthor>, which identifies the author of this work. <author> typically occurs within <blockquote> and <cite>.
blockquote	Indicates a block of quoted content that is set off from the surrounding text by paragraph breaks. Compare with <q>, which marks short, inline quotations.
list	Contains some form of list, ordered or unordered. The list may have an intermixed heading <hd> (generally only one, possibly with <prodnote>), and an intermixture of list items and <pagenum>. If bullets and outline enumerations are part of the print content, they are expected to prefix those list items in content, rather than be implicitly generated.

li	Marks each list item in a <list>. content may be either inline or block and may include other nested lists. Alternatively it may contain a sequence of list item components, <lic>, that identify regularly occurring content, such as the heading and page number of each entry in a table of contents.
hd	Marks the text of a heading in a <list> or <sidebar>.
note	Marks a footnote, endnote, etc. Any local reference to <note id="yyy"> is by <noteref idref="#yyy">. [Attribute id]
p	Contains a paragraph, which may contain subsidiary <list> or <dl>.
sidebar	Contains information supplementary to the main text and/or narrative flow and is often boxed and printed apart from the main text block on a page. It may have a heading <hd>.
cite	Marks a reference (or citation) to another document.
dd	Marks a definition of the preceding term <dt> within a definition list <dl>. A definition without a preceding <dt> has no semantic interpretation, but is visually presented aligned with other <dd>.
dl	Contains a definition list, usually consisting of pairs of terms <dt> and definitions <dd>. Any definition can contain another definition list.
dt	Marks a term in a definition list <dl> for which a definition <dd> follows. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Inline Elements

Element	Description
em	Indicates emphasis. Usually is rendered in italics. Compare with .
q	Contains a short, inline quotation. Compare with <blockquote>, which marks a longer quotation set off from the surrounding text.
strong	Marks stronger emphasis than . Visually is usually rendered bold.
sub	Indicates a subscript character (printed below a character's normal baseline). Can be used recursively and/or intermixed with <sup>.
sup	Marks a superscript character (printed above a character's normal baseline). Can be used recursively and/or intermixed with <sub>.
br	Marks a forced line break.

line	Marks a single logical line of text. Often used in conjunction with <linenum> in documents with numbered lines. [Use only when line breaks must be preserved to capture meaning (e.g., poems, legal texts).]
linenum	Contains a line number, for example in legal text. [Use only when <line> is used, and only for lines numbered in print book.]
pagenum	Contains one page number as it appears from the print document, usually inserted at the point within the file immediately preceding the first item of content on a new page. [NB: Only valid when it includes an id attribute].
noteref	Marks one or more characters that reference a footnote or endnote <note>. Contrast with <annoref>. <noteref> and <note> are independently skippable. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Tables

Element	Description
table	Contains cells of tabular data arranged in rows and columns. A <table> may have a <caption>. It may have descriptions of the columns in <col>s or groupings of several <col> in <colgroup>. A simple <table> may be made up of just rows <tr>. A long table crossing several pages of the print book should have separate <pagenum> values for each of the pages containing that <table> indicated on the page where it starts. Note the logical order of optional <thead>, optional <tfoot>, then one or more of either <tbody> or just rows <tr>. This order accommodates simple or large, complex tables. The <thead> and <tfoot> information usually helps identify content of the <tbody> rows. For a multiple-page print <table> the <thead> and <tfoot> are repeated on each page, but not redundantly tagged.
td	Indicates a table cell containing data.
tr	Marks one row of a <table> containing <th> or <td> cells. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

Images

Element	Description
imggroup	Provides a container for one or more and associated <caption>(s) and <prodnote>(s). A <prodnote> may contain a description of the image. The content model allows: 1) multiple if they share a caption, with the ids of each in the <caption imgref="id1 id2 ...">, 2) multiple <caption> if several captions refer to a single where each caption has the same <caption imgref="xxx">, 3) multiple <prodnote> if different versions are needed for different media (e.g., large print, braille, or print). If several <prodnote> refer to a single , each prodnote has the same <prodnote imgref="xxx">.
img	Points to the image to be rendered. An may stand alone or be grouped using <imggroup>.
caption	Describes a <table> or . If used with <table> it must follow immediately after the <table> start tag. If used with <imggroup> it is not so constrained. <i>For the most current usage guidelines, please refer to http://www.daisy.org/z3986/</i>

1. The Optional Elements and Guidelines for Use

Publishers are encouraged to apply mark-up beyond the baseline (required) elements. The complete DTBook Element Set reflects the tags necessary to create the six types of Digital Talking Books and Braille output. Because of the present necessity to subdivide the creation of alternate format materials into distinct phases, the Panel determined that baseline elements would be provided by publishers, and optional elements would be added to the NIMAS-conformant files by third-party conversion entities. In both circumstances the protocols for tagging digital files should conform to the most current DAISY/NISO Z39.86 specification. Content converters are directed to the most current DAISY Structure Guidelines (<http://www.daisy.org/z3986/>) for guidance on their use.

Since the publication of the original National File Format report from which the NIMAS technical specifications were derived, ANSI/NISO Z39.86-2002 was updated and is now DAISY/NISO Z39.86-2005. It may be best to avoid using the following optional elements which are no longer included in DAISY/NISO Z39.86-2005: <style>, <notice>, <hr>, and <levelhd>.

Also, the following new elements were introduced by DAISY/NISO Z39.86-2005 and should be considered optional elements for the NIMAS: <bridgehead>, <byline>, <covertitle>, <dateline>, <epigraph>, <linegroup>, and <poem>. Please refer to DAISY/NISO Z39.86-2005 for additional information regarding these elements. To access the DAISY/NISO Z39.86-2005 specification, go to <http://www.daisy.org/z3986/>.

2. Package File

A package file describes a publication. It identifies all other files in the publication and provides descriptive and access information about them. A publication must include a package file conforming to the NIMAS. The package file is based on the Open eBook Publication Structure 1.2 package file specification (For most recent detail please see <http://www.openebook.org/ueb/ueb1.2/download/ueb12-xhtml.htm#sec2>.) A NIMAS package file must be a valid XML OeBPS 1.2 package file instance and must meet the following additional standards:

The NIMAS Package File must include the following Dublin Core (dc:) metadata:

- dc:Title
- dc:Creator (if applicable)
- dc:Publisher
- dc>Date (Date of NIMAS-compliant file creation—yyyy-mm-dd)
- dc:Format (=“NIMAS 1.1”)
- dc:Identifier (a unique identifier for the NIMAS-compliant digital publication, e.g., print ISBN + “-NIMAS”—exact format to be determined)
- dc:Language (one instance, or multiple in the case of a foreign language textbook, etc.)
- dc:Rights (details to be determined)
- dc:Source (ISBN of print version of textbook)

And the following x-metadata items:

- nimas-SourceEdition (the edition of the print textbook)
- nimas-SourceDate (date of publication of the print textbook)

The following metadata were proposed also as a means of facilitating recordkeeping, storage, and file retrieval:

- dc:Subject (Language Arts, Social Studies, etc.)
- nimas-grade (specific grade level of the print textbook, e.g.; Grade 6)
- nimas gradeRange (specific grade range of the print textbook, e.g.; Grades 4–5)

An additional suggestion references the use of:

- dc:audience:educationLevel (for the grade and gradeRange identifiers, noting that Dublin Core recommends using educationLevel with an appropriate controlled vocabulary for context, and recommends the U.S. Department of Education’s Level of Education vocabulary online at <http://www.ed.gov/admin/reference/index.jsp>. Using educationLevel obviates the need for a separate field for gradeRange since dc elements can repeat more than once. A book used in more than one grade would therefore have two elements, for example, one with a value of “Grade 4” and another with a value of “Grade 5.”)

A final determination as to which of these specific metadata elements to use needs to be clarified in practice. The package manifest must list all provided files (text, images, etc.). (Note: For purposes of continuity and to minimize errors in transformation and processing, the NIMAS-compliant digital text should be provided as a single document.)

3. Modular Extensions

The most current DAISY/NISO standard, formally the [DAISY/NISO Z39.86, Specifications for the Digital Talking Book](#) defines a comprehensive system for creating Digital Talking Books. A part of this standard is DTBook, an XML vocabulary that provides a core set of elements needed to produce most types of books. However, DTBook is not intended to be an exhaustive vocabulary for all types of books.

Guidelines for the correct approach to extend the DAISY/NISO standard have been established. Mathematics, video support, testing, workbooks, music, dictionaries, chemistry, and searching are some of the extensions that have been discussed. Visit <http://www.daisy.org/z3986/> to learn more about modular extensions.

Proclamation 2011
Estimated Maximum Cost for First-Year Purchases

Subject Area	Projected Units	Maximum Cost Per Unit	Total Maximum Cost
PreKindergarten			
PreKindergarten Systems (including Spanish Components and Teacher Edition)	12,629	\$ 3,612.47	\$ 45,621,884
Total PreKindergarten	12,629		\$ 45,621,884
Language Arts and Reading			
Subchapter A. Elementary			
§ 110.13 English Language Arts, Grade 2	430,487	\$ 41.31	\$ 17,783,418
§ 110.14 English Language Arts, Grade 3	426,711	\$ 49.88	\$ 21,284,345
§ 110.15 English Language Arts, Grade 4	411,959	\$ 49.88	\$ 20,548,515
§ 110.16 English Language Arts, Grade 5	408,260	\$ 52.97	\$ 21,625,532
Subtotal English Language Arts	1,677,417		\$ 81,241,810
§ 128.13 Spanish Language Arts, Grade 2	112,057	\$ 44.31	\$ 4,965,246
§ 128.14 Spanish Language Arts, Grade 3	101,730	\$ 52.11	\$ 5,301,150
§ 128.15 Spanish Language Arts, Grade 4	78,409	\$ 52.42	\$ 4,110,200
§ 128.16 Spanish Language Arts, Grade 5	59,645	\$ 56.53	\$ 3,371,732
Subtotal Spanish Language Arts	351,841		\$ 17,748,328
§ 74.4(c)(2)–(5) English as a Second Language, Grade K	141,321	\$ 66.15	\$ 9,348,384
§ 74.4(c)(2)–(5) English as a Second Language, Grade 1	145,484	\$ 48.26	\$ 7,021,058
§ 74.4(c)(2)–(5) English as a Second Language, Grade 2	136,148	\$ 47.93	\$ 6,525,574
§ 74.4(c)(2)–(5) English as a Second Language, Grade 3	145,106	\$ 47.93	\$ 6,954,931
§ 74.4(c)(2)–(5) English as a Second Language, Grade 4	120,627	\$ 50.70	\$ 6,115,789
§ 74.4(c)(2)–(5) English as a Second Language, Grade 5	97,789	\$ 50.70	\$ 4,957,902
Subtotal English as a Second Language (Student)	786,475		\$ 40,923,638
§ 74.4(c)(2)–(5) English as a Second Language, Grade K, TE	14,132	\$ 972.92	\$ 13,749,305
§ 74.4(c)(2)–(5) English as a Second Language, Grade 1, TE	14,549	\$ 582.00	\$ 8,467,518
§ 74.4(c)(2)–(5) English as a Second Language, Grade 2, TE	13,615	\$ 582.00	\$ 7,923,930
§ 74.4(c)(2)–(5) English as a Second Language, Grade 3, TE	14,511	\$ 419.85	\$ 6,092,443
§ 74.4(c)(2)–(5) English as a Second Language, Grade 4, TE	12,062	\$ 419.85	\$ 5,064,231
§ 74.4(c)(2)–(5) English as a Second Language, Grade 5, TE	9,779	\$ 419.85	\$ 4,105,713
Subtotal English as a Second Language (Teacher)	78,648		\$ 45,403,140
§ 110.12 Spelling, Grade 1 (consumable)	439,418	\$ 18.37	\$ 8,072,109
§ 110.13 Spelling, Grade 2 (consumable)	430,487	\$ 18.61	\$ 8,011,363
Subtotal Spelling (consumable)	869,905		\$ 16,083,472
§ 110.14 Spelling, Grade 3 (nonconsumable)	426,711	\$ 30.82	\$ 13,151,233
§ 110.15 Spelling, Grade 4 (nonconsumable)	411,959	\$ 30.82	\$ 12,696,576
§ 110.16 Spelling, Grade 5 (nonconsumable)	408,260	\$ 30.82	\$ 12,582,573
Subtotal Spelling (nonconsumable)	1,246,930		\$ 38,430,382
§ 110.12 Handwriting, Grade 1 (consumable)	439,418	\$ 9.01	\$ 3,959,156
§ 110.13 Handwriting, Grade 2 (consumable)	430,487	\$ 9.01	\$ 3,878,688
§ 110.14 Handwriting, Grade 3 (consumable)	426,711	\$ 9.01	\$ 3,844,666
Subtotal Handwriting	1,296,616		\$ 11,682,510
Total Subchapter A. Elementary	6,307,832		\$ 251,513,280

Proclamation 2011
Estimated Maximum Cost for First-Year Purchases

Subject Area	Projected Units	Maximum Cost Per Unit	Total Maximum Cost
Subchapter B. Middle School			
§ 110.18 English Language Arts, Grade 6	400,500	\$ 55.10	\$ 22,067,550
§ 110.19 English Language Arts, Grade 7	397,381	\$ 55.67	\$ 22,122,200
§ 110.20 English Language Arts, Grade 8	397,949	\$ 55.67	\$ 22,153,821
Subtotal English Language Arts	1,195,830		\$ 66,343,571
§ 128.18 Spanish Language Arts, Grade 6	28,289	\$ 56.17	\$ 1,588,993
Subtotal Spanish Language Arts	28,289		\$ 1,588,993
§ 74.4(c)(2)–(5) English as a Second Language 6	60,314	\$ 52.65	\$ 3,175,532
§ 74.4(c)(2)–(5) English as a Second Language 7	47,696	\$ 72.21	\$ 3,444,128
§ 74.4(c)(2)–(5) English as a Second Language 8	44,289	\$ 78.75	\$ 3,487,759
Subtotal English as a Second Language (Student)	152,299		\$ 10,107,419
§ 74.4(c)(2)–(5) English as a Second Language 6, TE	2,010	\$ 679.74	\$ 1,366,277
§ 74.4(c)(2)–(5) English as a Second Language 7, TE	1,591	\$ 679.74	\$ 1,081,466
§ 74.4(c)(2)–(5) English as a Second Language 8, TE	1,476	\$ 679.74	\$ 1,003,296
Subtotal English as a Second Language (Teacher)	5,077		\$ 3,451,039
§ 110.26 Speech, Grade 6	7,763	\$ 52.93	\$ 410,896
§ 110.26 Speech, Grade 7	23,404	\$ 52.93	\$ 1,238,774
§ 110.26 Speech, Grade 8	20,739	\$ 52.93	\$ 1,097,715
Subtotal Speech	51,906		\$ 2,747,385
§ 110.18 Spelling, Grade 6 (nonconsumable)	400,500	\$ 30.82	\$ 12,343,410
Subtotal Spelling	400,500		\$ 12,343,410
Total Subchapter B. Middle School	1,833,901		\$ 96,581,817
Subchapter C. High School			
§ 110.31 English I	449,484	\$ 63.97	\$ 28,753,491
§ 110.32 English II	384,775	\$ 69.41	\$ 26,707,233
§ 110.33 English III	351,368	\$ 67.86	\$ 23,843,832
§ 110.34 English IV	324,461	\$ 67.86	\$ 22,017,923
Subtotal English I–IV	1,510,088		\$ 101,322,479
Total Subchapter C. High School	1,510,088		\$ 101,322,479
Total: English Language Arts and Reading; English as a Second Language; Pre Kindergarten Systems	9,664,450		\$ 495,039,460

For Nonconforming products, the State of Texas will pay only a percentage of the state maximum cost that reflects the percentage TEKS addressed (e.g. the state will pay 85% of the state maximum cost for a product that addresses 85% of the TEKS).