

Text of Proposed New 19 TAC

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

Subchapter C. High School

§110.35. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Adopted 2017.

- (a) The provisions of §§110.36-110.39 of this subchapter shall be implemented by school districts.
- (b) No later than August 31, 2019, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English language arts and reading as adopted in §§110.36-110.39 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§110.36-110.39 of this subchapter shall be implemented beginning with the 2020-2021 school year and apply to the 2020-2021 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§110.36-110.39 of this subchapter shall be implemented for the following school year.
- (e) Sections 110.31-110.34 of this subchapter shall be superseded by the implementation of §§110.36-110.39 of this section.

§110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
 - (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
 - (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas

Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
 - (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
 - (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
 - (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
 - (C) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
 - (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary;

- (B) analyze context to distinguish between the denotative and connotative meanings of words; and
- (C) determine the meaning of foreign words or phrases used frequently in English such as caveat emptor, carte blanche, tête-à-tête, pas de deux, bon appétit, and quid pro quo.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (4) Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and the larger community;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments when understanding breaks down.
- (5) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (A) describe the personal and emotional connections to a variety of sources, including self-selected texts;
 - (B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses as new evidence is presented; and
 - (J) defend or challenge authors' claims using relevant text evidence.
- (6) Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - (A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;

- (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
 - (C) analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
 - (D) describe the impact of the setting on both character development and plot structure.
- (7) Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of American, British, and world literature across literary periods;
 - (B) analyze the structure or prosody such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;
 - (C) describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;
 - (D) describe characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - (ii) multiple organizational patterns within a text to develop the thesis; and
 - (E) describe characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) counter arguments, types of evidence, concessions, and call to action; and
 - (iii) identifiable audience or reader.
- (8) Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) identify and analyze the use of extended metaphor, paradox, irony, and oxymoron;
 - (B) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (C) explain the difference between rhetorical devices and logical fallacies.
- (9) Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
 - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

- (C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
 - (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) commas to set off infinitive and participle phrases;
 - (vi) semi-colons to indicate a relationship between closely related independent clauses;
 - (vii) dashes, colons, parentheses, brackets, and ellipses; and
 - (viii) correct spelling; and
 - (E) publish written work for appropriate audiences.
- (10) Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as personal or informative essays;
 - (C) compose argumentative texts; and
 - (D) compose correspondence in a professional or friendly structure.
- (11) Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) critique the research process at each step to implement changes as the need occurs and is identified;
 - (C) develop and revise a plan;
 - (D) modify the major research question as necessary to refocus the research plan;
 - (E) locate relevant sources;
 - (F) examine sources for:
 - (i) validity, reliability, and accuracy;
 - (ii) bias, including omission; and
 - (iii) faulty reasoning such as ad hominem, loaded language, and slippery slope;
 - (G) synthesize information;
 - (H) display academic citations and use source materials ethically; and
 - (I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.

§110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
 - (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
 - (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
 - (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
 - (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
 - (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
 - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
 - (C) advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (D) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary;
 - (B) analyze context to distinguish between denotative and figurative meanings of words; and
 - (C) determine the meaning of foreign words or phrases used frequently in English such as status quo, déjà vu, avant-garde, and coup d'état.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (4) Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and the larger community;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments when understanding breaks down.

- (5) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional connections to a variety of sources, including self-selected texts;
 - (B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses as new evidence is presented; and
 - (J) defend or challenge authors' claims using relevant text evidence.
- (6) Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) compare and contrast differences in similar themes expressed across a variety of works;
 - (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;
 - (C) analyze isolated scenes and their contribution to the success of the plot as a whole; and
 - (D) analyze the impact of the setting on both character development and plot structure.
- (7) Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of American, British, and world literature across literary periods;
 - (B) analyze the effects of metrics; rhyme schemes such as end, internal, slant, and eye; and other conventions in poetry;
 - (C) identify and explain the function of archetypes and motifs;
 - (D) analyze characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
 - (ii) the relationship between organizational design and thesis; and
 - (E) analyze characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable claim, appeals, and convincing conclusion;
 - (ii) counter arguments, types of evidence, concessions, and call to action; and
 - (iii) identifiable audience or reader.

- (8) Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) identify and analyze the use of allusions and motif;
 - (B) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (C) identify and analyze the use of rhetorical devices, including appeals, understatement, overstatement, parallelism, and shifts.
- (9) Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
 - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;
 - (C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
 - (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense and active and passive voice;
 - (iii) pronoun-antecedent agreement;
 - (iv) correct capitalization;
 - (v) commas to set off infinitive and participle phrases;
 - (vi) semi-colons to indicate a relationship between closely related independent clauses;
 - (vii) dashes, colons, parentheses, brackets, and ellipses; and
 - (viii) correct spelling; and
 - (E) publish written work for appropriate audiences.
- (10) Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as personal or informative essays;
 - (C) compose argumentative texts; and
 - (D) compose correspondence in a professional or friendly structure.

- (11) Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) critique the research process at each step to implement changes as the need occurs and is identified;
 - (C) develop and revise a plan;
 - (D) modify the major research question as necessary to refocus the research plan;
 - (E) locate relevant sources;
 - (F) examine sources for:
 - (i) validity, reliability, and accuracy;
 - (ii) bias, including omission; and
 - (iii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
 - (G) synthesize information;
 - (H) display academic citations and use source materials ethically; and
 - (I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
 - (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
 - (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
- (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience;
- (C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary;
- (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
- (C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.

- (3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (4) Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and the larger community;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments when understanding breaks down.
- (5) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional connections to a variety of sources, including self-selected texts;
 - (B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses as new evidence is presented; and
 - (J) defend or challenge authors' claims using relevant text evidence.
- (6) Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) analyze the way in which the theme represents a view or comment on the human condition;
 - (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;
 - (C) analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and

- (D) describe how setting reflects historical, social, and economic context.
- (7) Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of American, British, and world literature across literary periods;
- (B) analyze the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods;
- (C) explain how the relationships among the dramatic elements advance the plot;
- (D) analyze characteristics and structural elements of informational texts such as:
- (i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion; and
- (ii) the relationship between organizational design and thesis; and
- (E) analyze characteristics and structural elements of argumentative texts such as:
- (i) clear arguable thesis, appeals, structure of the argument, and convincing conclusion;
- (ii) counter arguments, concessions, and call to action; and
- (iii) identifiable audience or reader.
- (8) Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) analyze the use of paradox, satire, and allegory;
- (B) analyze and interpret how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- (C) identify and analyze the use of rhetorical devices, including analogy, antithesis, and shifts.
- (9) Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
- (i) organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and
- (ii) developing an engaging idea reflecting depth of thought with specific details, examples, commentary, and relevance;
- (C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
- (D) edit drafts using standard English conventions, including:

- (i) a variety of complete sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense, active and passive voice, and mood;
 - (iii) correct capitalization;
 - (iv) commas to set off absolute, gerund, infinitive, and participle phrases;
 - (v) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
 - (vi) dashes, colons, parentheses, brackets, and ellipses; and
 - (vii) correct spelling; and
 - (E) publish written work for appropriate audiences.
- (10) Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as resumes and personal and informative essays using genre characteristics and craft;
 - (C) compose argumentative texts;
 - (D) compose correspondence in a professional or friendly structure; and
 - (E) compose rhetorical analysis using genre characteristics and craft.
- (11) Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) critique the research process at each step to implement changes as the need occurs and is identified;
 - (C) develop and revise a plan;
 - (D) modify the major research question as necessary to refocus the research plan;
 - (E) locate relevant sources;
 - (F) examine sources for:
 - (i) validity, reliability, and accuracy;
 - (ii) bias; and
 - (iii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
 - (G) synthesize information;
 - (H) display academic citations and use source materials ethically; and
 - (I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.

§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

- (a) General requirements. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
- (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
- (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
 - (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery;
 - (C) formulate sound arguments by using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
 - (D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to clarify and validate understanding of alternative meanings of advanced vocabulary;
 - (B) analyze context to draw conclusions about nuanced meanings such as in imagery; and
 - (C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and bona fide.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (4) Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and the larger community;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate information read to determine what is most important;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments when understanding breaks down.
- (5) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe the personal and emotional connections to a variety of sources, including self-selected texts;

- (B) write a response with accurate and relevant text evidence and commentary to compare texts within and across genres;
 - (C) use text evidence to support an appropriate response;
 - (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using acquired content and academic vocabulary as appropriate;
 - (G) discuss and write about the explicit or implicit meanings of text;
 - (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;
 - (I) reflect on and adjust responses as new evidence is presented; and
 - (J) defend or challenge authors' claims using relevant text evidence.
- (6) Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) compare and contrast works of literature that express a universal theme;
 - (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;
 - (C) analyze how complex plot structures such as subplots and devices such as foreshadowing, flashbacks, and suspense function and advance the action in a work of fiction; and
 - (D) evaluate the impact of setting(s) and how setting reflects historical, social, and economic aspects of a story.
- (7) Multiple genres: listening, speaking, reading, and writing using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of American, British, and world literature across literary periods;
 - (B) analyze relationships among open/closed poetic forms, stanzas, line breaks, speaker, and sound devices in a variety of poetic texts;
 - (C) analyze and evaluate how the relationships among the dramatic elements advance the plot;
 - (D) develop criteria to evaluate characteristics and structural elements of informational texts such as:
 - (i) clear thesis, relevant supporting evidence, pertinent examples, commentary, summary, and conclusion; and
 - (ii) the relationship between organizational design and author's purpose; and
 - (E) develop criteria to evaluate characteristics and structural elements of argumentative texts such as:
 - (i) clear arguable thesis, appeals, structure of the argument, and convincing conclusion;
 - (ii) counter arguments, concessions, and call to action; and
 - (iii) identifiable audience or reader.

- (8) Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) develop criteria to evaluate paradox, satire, and allegory;
 - (B) analyze and evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
 - (C) identify and analyze use of rhetorical devices, including analogy, antithesis, and syllogism.
- (9) Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
- (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
 - (B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
 - (i) organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific details, examples, commentary, and relevance;
 - (C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;
 - (D) edit drafts using standard English conventions, including:
 - (i) a variety of complete sentences and avoidance of unintentional splices, run-ons, and fragments;
 - (ii) consistent, appropriate use of verb tense, active and passive voice, and mood;
 - (iii) correct capitalization;
 - (iv) commas to set off absolute, gerund, infinitive, and participle phrases;
 - (v) semi-colons to indicate a relationship between closely related independent clauses and to separate units of a series when appropriate;
 - (vi) dashes, colons, parentheses, brackets, and ellipses; and
 - (vii) correct spelling; and
 - (E) publish written work for appropriate audiences.
- (10) Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) compose literary texts such as fiction and poetry using genre characteristics and craft;
 - (B) compose informational texts such as resumes and personal and informative essays using genre characteristics and craft;
 - (C) compose argumentative texts;
 - (D) compose correspondence in a professional or friendly structure; and
 - (E) compose literary analysis using genre characteristics and craft.

- (11) Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) develop student-selected questions for formal and informal inquiry;
 - (B) critique the research process at each step to implement changes as the need occurs and is identified;
 - (C) develop and revise a plan;
 - (D) modify the major research question as necessary to refocus the research plan;
 - (E) locate relevant sources;
 - (F) examine sources for:
 - (i) validity, reliability, and accuracy;
 - (ii) bias; and
 - (iii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;
 - (G) synthesize information;
 - (H) display academic citations and use source materials ethically; and
 - (I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.