

Feedback on the English Language Arts and Reading Texas Essential Knowledge and Skills

María G. Arreguín-Anderson

1. Does each grade level or course follow a complete and logical development of English language arts and reading concepts?

In order to provide specific opportunities related to the logical development of Collaboration skills. This strand could provide more specific guidelines across the grade levels. For example, K.4 A currently states that students are expected to “follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Suggestion: change to “follow agreed-upon rules for discussion including taking turns and speaking one at a time in small interactive structures including pairs and triads”.

In first grade, pairs and triads could be combined or followed by larger groups. Currently, it is not clear how students will be prepared to participate in “diverse interactions” as stated in the proposed objective.

2. Have the correct vocabulary and terminology been used throughout the TEKS?

The objectives included under the Developing and Sustaining Foundational Skills strand across the different grade levels include phrases such as: “in text and independent of text” (Kindergarten), “in context and in isolation” (First grade) when making reference to decoding and encoding consonants, words, etc.

Suggestion: select one consistent phrase

3. Is the level of rigor

6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment? Yes, if redundancy is addressed.

7. Are there student expectations that can be eliminated in order to streamline the standards?

way through out the TEKS and across grade levels. Additionally, the aspect of ‘student’ choice to promote self-generated projects and independent thinking in language arts can be incorporated in a more deliberate way.

In first and second grade, the following wording is used in reference to vocabulary:

“develop vocabulary skills by” and “develop vocabulary to”. There needs to be consistency.

In grades 3-5, Cursive writing expectations indicate that: “students are expected to write legibly in print and cursive”. Suggestion: “students are expected to write legibly” ~~in print and cursive~~.

--

Integration of skills can make sense if content is relevant and authentic. We should be cautious about integrating skills for English Language learners who are placed in regular classrooms.