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Feedback (K-Grade 5)

**Guidelines for Expert Feedback on the English Language Arts and
Reading Texas Essential Knowledge and Skills**

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

I am not sure if this comment responds to the question above. However, I would like to

expectations that gradually allows students to successful work productively with others. This can be achieved be initially providing practice in dyadic conversations/tasks or what is known as paired learning. With this, young children will have access to a safe space in which to practice prerequisite skills such as taking turns, eye contact, modulating speaking rate and volume, etc. The expectation can tentatively read:

K.23 Students are expected to:

(A) initiate, maintain, and discontinue a conversation in pairs adhering to social conventions such as greeting, stating the purpose of the discussion, and saying “thank you”.

(B) discuss/complete academic tasks (structured and semi-structured) in pairs.

In the same way, students at the 5th grade level can be expected to participate in

structured and semi-structured “student-led discussions...” as indicated in 5.29.

Rationale: There will be tasks that require interactions in which a defined set of rules and steps are to be followed.

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Expectation 1.22 (E) and 2.23 (F) related to Oral and Written Conventions/Spelling indicate that “students use resources to find correct spellings”. This expectation can include the words “print and electronic resources” to make it consistent with the upper grade levels.

Expectation 2.16 (C) can be more specific. Students are expected to “identify various written conventions for using digital media (e.g., email, website, video game)”.

I am not sure this is self-explanatory.

Expectation 2.24 (B) indicates that students “decide what sources of information might be relevant to answer these questions.”

Suggestion: Modify this expectation so that it can stand alone. In its current state, one needs to refer to the previous expectation to understand what “these questions” refers to.

5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

In terms of vertical alignment, the Reading/Media Literacy objective, which basically reads the same in the different grade levels includes an expectation that in 5th grade (5.14) indicates that students “will explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)”.

Suggested change:

Align this objective so that all grade levels include an expectation related to the analysis and/or identification of different forms of online content/information.

Additionally, the objective related to Research/Gathering Sources can be adjusted to include an expectation that indicates that data can be gathered from online sources in all grade levels. Currently, only grades 3-5 (at the elementary level) make reference to online searches, online sources and, web pages. This can be an expectation for all grade levels “with adult assistance” in grades K and 1 as currently stated.

Beginning in 1st grade, students are expected to write letters “that use appropriate conventions”. This

Rationale: Given that kindergarteners are already expected to design ask questions and gather evidence, wouldn't it make sense to have students present their ideas/information to small and/or large groups and create a display (with adult guidance)? This would provide opportunities to use language for a variety of purposes and to acquire pragmatic knowledge of language.

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

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

Suggestion:

Eliminate expectation 2.19 (C) write brief comments on literary or informational texts.

Or clarify: What type of comments? What is the purpose of those comments?

8. Are there specific areas that need to be updated to reflect current research?

Yes

9. Are the College

understand that all different aspects of students' native language (phonological, syntactic, semantic, morphemic, and pragmatic) and the English language may vary significantly. Therefore, ELLs may produce expressions (written or oral) that reflect the characteristics of their native language. For example, a student may produce a sentence that omits the subject.

Objective 5.2 (E) indicates that students are expected to identify and explain the meaning of common idioms, adages, and other sayings.

Suggestion:

Children begin to understand figurative language at a very young age (preschool).

Sayings (dichos), riddles (adivinanzas), tongue twisters (trabalenguas) are a very important component in many cultures. They are used as a way to teach lessons of daily life and as a source of enjoyment. Perhaps the expectation could be to initially identify the meaning. Then, explain what these resources mean. Finally, they can be expected to use them in meaningful contexts.