

Texas TEKS – English Reading Language Arts  
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## **T d dA**



Grade K :

High Frequency Words and Environmental print -- I would not specify how many words can be identified. Probably the word "sufficient" would be more appropriate. Both these word categories are vital to beginning learners. Setting a purpose for reading/listening is critical. The current draft lists "reading" and it should be expanded to "reading/listening" throughout the document or just start with the verb. Here is where consistency in revision will help throughout the K-12 document by working with an aligned document.

In 3H the word "logical" is used. K-1 students have their own preoperational reasoning/ logic and it will develop and mature as they do. Using the word "order" could be more accurate at that age.

Writing—Much can be expanded here to encourage the use of pictures and models for forming letters/words.

Research—Students in kindergarten are capable of gathering evidence from their environment and surroundings (measuring, recording, drawing pictures, making graphs or charts). This can all be used as their forms of research. I would substitute the word "text" for something like "uses multiple sources."

First Grade:

1. Again I would suggest not being specific about the number of high frequency words. In the clarifying document simply add that a research based resource such as Dr. Edward Fry's "Book of Lists" would be used in different word categories: high frequency, environmental print, synonyms, categories etc.
2. In Response area – Students will respond critically to peer writing and to literature heard/read. Responding as stated throughout the document lacks response to appreciate, respond emotionally or thoughtfully. We read because we love reading and we write because we love writing. Both elicit emotions. "Where the Red Fern Grows" elicits sadness and a love for the way that dogs can convey their emotions, loyalty, and connections. Who can read the ending of this book or "Old Yeller" without crying? In 3I could we add the responses that elicit personal responses and appreciation: humor, joy, sadness, and thoughtful connections?

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6. In item 8C I like the words "natural and personal." The other word might be "observations." Yes, students can obtain research from their recorded observations.
7. In item 8 I would add (F) which would include peer and teacher response to research and the subsequent revisions that might follow research.
8. For all grade levels, I would try to begin to standardize how "sources" are both recorded, cited, and a reference list is made. This could start simply at the first grade and then build with each grade level. Students get very confused with APA, MLA and Chicago styles that various teachers use and adopt. Perhaps Texas could standardize their citing methodology across the K-12 grade level and across curriculum areas.

#### Third Grade

9. 1/B/i/ Rather than use prefixes and suffixes the word "affixes" can be used and also to relate to part of speech.
10. 2/F use the words "main idea/supporting details."



41. Under 5 – Multiple Genre- could the verb “synthesize” be added to analyze? And, in fact, readers read, analyze, synthesize and make personal aesthetic connections during the reading process.
42. Under 6 – Author’s craft- I’m glad that “Voice” is included because it is voice that speaks to the reader and it is voice that makes the powerful writing that again connects to the reader.
43. Under 7 C&D – Composition – revisions and edits should understand the importance of voice and how important voice is to syntax and tense and again taking into account the purpose and audience. How did Twain and Dickens use syntax, tense, and grammar to present strong voices? It is all part of the author’s craft.
44. Under 8 – research – It is important for students to understand primary and secondary sources and how to cite. Perhaps a universal citing system would be good so students don’t have to keep changing from APA, to MLA to Chicago styles of citing.
45. At the 10<sup>th</sup> grade – English II there is a mention of “timed” writing in 7B. I don’t think that is an important element for standards but rather a decision made in curriculum and instruction at the classroom level.
46. English II – 7 M – It is not necessary to insert convention rules (punctuation in this case) in the standards.
47. Excellent to include the word “ethical” into research portion.
48. At all levels, I would hope that response to research would be integrated.