

**Critique of the DECEMBER 2015 Draft
English Language Arts and Reading Texas Essential Knowledge and Skills
SANDRA STOTSKY**

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

IMPOSSIBLE TO DETERMINE

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

NO WAY TO TELL

3. Is the level of rigor appropriate for each grade level?

NO WAY TO TELL. No sample titles are provided to indicate desired reading levels at every grade level.

4. Are the student expectations (SEs) clear and specific? **NO**

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

THE DOCUMENT MUST FIRST BE TRANSLATED INTO DECENT ENGLISH PROSE WITH SUB-GROUPINGS IN EACH SILO, AND THEN ALIGNED VERTICALLY ALLOWING READERS TO SEE IF THERE ARE ANY PROGRESSIONS AT ALL.

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?

IMPOSSIBLE TO DETERMINE

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

YES. ELIMINATE ALL REPETITIONS. THERE ARE MORE REPETITIONS THAN GRADE-UNIQUE STANDARDS.

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

VOCABULARY STANDARDS NEED TO BE REWRITTEN TO ADDRESS PAST 100 YEARS OF RESEARCH.

9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?

NOT POSSIBLE TO DETERMINE

10. Do you have any other suggestions for ways in which the English language arts and reading TEKS can be improved?

HERE ARE THE MOST URGENT ONES:

1. Eliminate

- (B) use text features, elements, and structure to make and confirm predictions;
- (C) generate questions about text to deepen understanding and gain information;
- (D) visualize to create sensory images to interpret and analyze text;
- (E) search connections to personal experiences, ideas in other texts, and to the larger community;

English III
Comprehension

9. Place the Research Process in a separate section, followed by the four major steps (and sub-steps) in a process for doing research. This allows teachers to use their judgment for what is appropriate for their students and the topic. The research process integrates reading, thinking, and writing activities.

- (1) Research planning;
- (2) Consulting appropriate sources,
- (3) Synthesizing relevant information, and
- (4) Organizing and presenting results

10. Provide guidelines for much more literary/historical content than is currently spelled out.