

TEKS & ELPS

QUESTION: Does English Language Development and Acquisition (ELDA) replace the Newcomers English Language Development (NELD) course from 2007?

ANSWER: Yes. ELDA will replace the current innovative course, NELD. NELD will no longer be available after the ELDA course goes into effect in 2020–21.

QUESTION: Are the Texas Essential Knowledge and Skills (TEKS) for ELDA available online?

ANSWER: Yes, they are available at <http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128c.html#128.36>.

QUESTION: Where on the TEA website are TEKS supporting documents and resources?

ANSWER: As they become available, they will be posted at <https://tea.texas.gov/index2.aspx?id=25769817636> under the appropriate subject area.

QUESTION: Will there also be English Learners Language Arts (ELLA) TEKS for middle school?

ANSWER: There are TEKS for ELLA, Grade 7 and Grade 8; however, they are not included in *Proclamation 2020*. They are included as part of *Proclamation 2019*.

QUESTION: Can we use the ELDA TEKS in 2018–19?

ANSWER: A student may not earn state credit for ELDA until the course is implemented in 2020–21. Until then, the NELD innovative course is available for use for state elective credit.

QUESTION: Are the English Language Proficiency Standards (ELPS) related to the English for Speakers of Other Languages (ESOL) I and II courses only?

ANSWER: No. The ELPS are required for each course included in this proclamation.

QUESTION: Can you specify who would take the ELDA course—newcomers here for 12 months, 3 years, beginners and intermediates only?

ANSWER: ELDA is designed to provide instructional opportunities and support for secondary-level recent immigrant students with little or no English proficiency. For more information, please refer to the introduction to the course in <http://ritter.tea.state.tx.us/rules/tac/chapter128/ch128c.html#128.36>.

Audience Questions and Answers

QUESTION: Ninth grade is a survey course, 10th grade is world literature, and American and British literature in 11th and 12th grades will have more college-readiness emphasis for students to prepare for the type of close reading and in-depth writing that will be expected in college. There is one student expectation in each grade level on this differentiation in types of literature (e.g., American literature in TEKS 7(A) in English III—read and analyze American literature across literary periods). Given the one TEKS strand for these, what are the expectations of the SBOE for American and British literature?

ANSWER: In the past, types of literature were identified only for English III and English IV; however, the new TEKS identify types of literature with which students must be familiar at each grade level in student expectation (7)(A). The types required are listed below:

- English I and English as a Second Language (ESOL) I—American, British, and world literature
- English II and ESOL II—World literature
- English III—American literature
- English IV—British literature

QUESTION: Are publishers expected to submit alignments to current TEKS as well as the soon-to-be revised TEKS in the initial submission?

ANSWER: No, publishers must align materials to the new TEKS.

QUESTION: Is the ELDA course appropriate for newcomers, or is there a separate course for newcomers?

ANSWER: Yes. The course is appropriate for newcomers. ELDA must be taken concurrently with ESOL I or ESOL II.

The Review & Adoption Process

QUESTION: Could you give some examples of districts with local policies that require them to use adopted materials?

ANSWER: We do not collect data on local adoption policies.

QUESTION: Where could I find a timeline of when each of these process steps typically takes place?

ANSWER: The tentative timeline of adoption may be found in the *Proclamation 2020 Schedule of Adoption Procedures*. You may find the draft copy of *Proclamation 2020* on the [Proclamations webpage](#).

QUESTION: Is the correlation template currently available?

ANSWER: No. The correlation templates for *Proclamation 2020* will be available after we receive statements of intent to bid.

QUESTION: Are districts who purchase non-adopted materials required to submit information about how the materials meet the TEKS and ELPS? If so, what are they required to provide?

ANSWER: Each district is responsible for ensuring the extent to which non-adopted materials cover the TEKS and ELPS. Each year before a district may access its allotment, the school board or governing body must certify to TEA that the district has instructional materials that meet 100% of the TEKS and ELPS for each course in the required curriculum. The process by which this determination is made is a district decision. Districts must provide information about how the materials meet the TEKS and ELPS upon request by the State Board of Education. How they provide that information is determined by the district.

QUESTION: If a district adopts a state-adopted program that meets over 50% of the TEKS but not 100%, how do they need to submit proof their instructional materials are meeting 100% of the TEKS?

ANSWER: They maintain that documentation locally but provide it to TEA only on request.