

# Proclamation 2019: Texas Essential Knowledge and Skills



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# Proclamation 2019: Texas Essential Knowledge and Skills



## **What's New with the English and Spanish Language Arts and Reading TEKS?**

# What's New with the TEKS?



- Final TEKS for kindergarten – grade 8 English and Spanish language arts and reading adopted May 2017
- English language arts and reading TEKS are available online at [http://tea.texas.gov/Academics/English\\_TEKS\\_Review/](http://tea.texas.gov/Academics/English_TEKS_Review/)
- Spanish language arts and reading TEKS are available online at [http://tea.texas.gov/Academics/Spanish\\_TEKS\\_Review/](http://tea.texas.gov/Academics/Spanish_TEKS_Review/)

# What's New with the TEKS?



## Overview of Changes

- Streamlining of TEKS
- Vertical alignment across grade levels
- Horizontal alignment between English and Spanish with differentiation as appropriate for foundational language and composition skills
- Organization of concepts around seven new strands
- Integration of Figure 19 expectations into general student expectations for each grade level and course

# What's New with the TEKS?



## Strands

- The new TEKS are organized into seven strands—
  - Developing and sustaining foundational language skills
  - Comprehension
  - Response
  - Multiple genres
  - Author's purpose and craft
  - Composition
  - Inquiry and research

# What's New with the TEKS?



## Strands (cont'd)

- Strands include the four domains of language (listening, speaking, reading, and writing) and thinking.
- Some strands are made up of two or more substrands.
- Substrands vary by grade level.
- Substrands have unique knowledge and skill statements and organize student expectations into related categories within a strand.

# What's New with the TEKS?



## Strands (cont'd)

**Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

**Strand**

# What's New with the TEKS?



## Strands (cont'd)

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.**

The student recognizes and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

**Substrands**



# What's New with the TEKS?



## Substrands\*

<b>Developing &amp; Sustaining Foundational Language Skills</b>	<b>Multiple Genres</b>	<b>Composition</b>
Oral language	Literary elements	Writing process
Beginning reading and writing	Genres	Genres
Vocabulary		
Fluency		
Self-selected reading		

\* Substrands vary by grade level

# Supporting Documents

## English language arts and reading

- **Vertical Alignment Charts** that show how the student expectations progress across the grade levels
- **Side-by-Side Documents** that compare the current TEKS to the new TEKS
- **Breakouts** to identify the component parts of each student expectation and the ELPS

## Spanish language arts and reading and ESOL

- **Vertical Alignment Charts** that show how the student expectations progress across the grade levels
- **Side-by-Side Documents** that compare the current TEKS to the new TEKS
- **Breakouts** to identify the component parts of each student expectation
- **Translations** of the Spanish language arts and reading TEKS from English to Spanish

# Proclamation 2019: Texas Essential Knowledge and Skills



## **Understanding the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS)**

# Understanding the TEKS



## **TEKS Terminology**

- Knowledge and Skill Statements
- Student Expectations
- Romanettes
- Strands
- Substrands
- Breakouts

# Understanding the TEKS



## Structure of the TEKS

- Introduction
- Knowledge and Skill Statements
- Student Expectations (SEs)

# Understanding the TEKS



## Introductions

- A description of the content of course and key information about the course and the standards

(2) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

# Understanding the TEKS



## Knowledge and Skill Statements

- Broad statements of what students must know and be able to do
- Sometimes organized into strands and substrands

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

# Understanding the TEKS



## Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Always follow the phrase “The student is expected to....”
- Always begin with a verb

(D) edit drafts using standard Spanish conventions, including:  
(iii) singular, plural, common, and proper nouns, including gender-specific articles

Romanette



# Understanding the TEKS



## Wording in the TEKS

- *and*—must be included
- *among*—include all
- *or*—use one or the other (both not necessary)
- *including*—must include
- *such as*—only examples

# Understanding the TEKS



## Breakouts

- The component parts of each SE
- Used to determine coverage of an SE
- Provided by TEA

# Understanding the TEKS



## Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	<p>(i) plan a first draft by selecting a genre for a particular topic using a range of strategies</p>
		<p>(ii) plan a first draft by selecting a genre for a particular purpose using a range of strategies</p>
		<p>(iii) plan a first draft by selecting a genre for a particular audience using a range of strategies</p>

# Understanding the TEKS



## Process Standards

Process standards describe ways in which the student is expected to engage with the content.

- Process standards are part of the student expectations of the TEKS.
- In the English and Spanish language arts and reading TEKS, process standards are included throughout the TEKS.

# Understanding the TEKS



## Process Standards

There will be instances in which a process standard cannot be addressed in student text narrative.

### **Example:**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. **The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.**

# Understanding the TEKS



## Determining TEKS Coverage

All student expectations within a given **knowledge and skills statement** do not need to be sufficiently addressed in order for an individual SE within that group to count toward the 50%.

However, all **breakouts** within a given **student expectation** must be sufficiently addressed in order for an individual SE to be counted toward the 50%.

# Understanding the TEKS



## Determining TEKS Coverage

A student expectation (SE) is considered to be addressed if

- all breakouts for **content SEs** are addressed at least once in in the student text narrative, and
- once in an end-of-section review exercise, an end-of-chapter activity, or a unit test
- all breakouts for **process SEs** are addressed at least once the student text narrative and once in an end-of-section review exercise, an end-of-chapter activity, or a unit test; or
- twice in an end-of-section review exercise, an end-of-chapter activity, or a unit test.

# Understanding the ELPS



## English Language Proficiency Standards (ELPS)

- Outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- Materials must cover only those standards that have been designated as appropriate for inclusion in instructional materials
- Fewer standards in total than student expectations for most grade levels and courses
- Focus is on teacher materials



# Understanding the ELPS



## English Language Proficiency Standards (ELPS)

- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy ... The student is expected to:
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired

# Understanding the ELPS



## Breakouts

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(i) spell familiar English words with increasing accuracy</p>
		<p>(ii) employ English spelling <b>patterns</b> with increasing accuracy as more English is acquired</p>
		<p>(iii) employ English spelling <b>rules</b> with increasing accuracy as more English is acquired</p>