

Overview of the Texas Essential Knowledge and Skills (TEKS)—Proclamation 2019

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Personal Financial Literacy

TAC §113.49

The TEKS for Personal Financial Literacy were adopted by the State Board of Education in 2016 and the course was first available in the 2016-2017 school year.

Personal Financial Literacy aims to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

The TEKS are available online at <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.49>.



Timeline for Adoption of TEKS

English language arts and reading

Spanish language arts and reading and English as a second language

- February 3, 2017 — SBOE approved proposed TEKS for elementary and middle school for **first reading and filing authorization**
- April 18, 2017 — Official **public comment period** ends
- April 18-21, 2017 — SBOE **public hearing** and **second reading and final adoption** for elementary and middle school TEKS
- May 2017 — Preliminary **TEKS documents** available
- Summer 2017 — Revised TEKS **filed as adopted** with the *Texas Register*



Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

- Integrate Figure 19 expectations into general student expectations for each grade level and course
- Streamline TEKS
- Better align TEKS for English and Spanish, Kindergarten-Grade 6
- Adds a new English Learners Language Arts course for grade 7 and grade 8
- Organize TEKS around seven strands

Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

Proposed Strands

- Developing and sustaining foundational language skills
 - Oral language
 - Beginning reading and writing
 - Vocabulary
 - Fluency
 - Self-sustained reading
- Comprehension skills
- Response skills
- Multiple genres
 - Literary elements
 - Genres
- Author's craft
- Composition
 - Writing process
 - Genres
- Inquiry and research

Texas Essential Knowledge and Skills

This site will provide you with information on the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do.

Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. The Texas Essential Knowledge and Skills Review by Subject area web page provides information regarding the SBOE's process and current and previous reviews. [Subscribe to updates from TEA.](#)

The following link will provide information for the TEKS by subject area review:

[Texas Essential Knowledge and Skills by Subject Area Review](#)



Texas Essential Knowledge and Skills by Chapter

[Chapter 110. English Language Arts and Reading](#)

[Chapter 111. Mathematics](#)

[Chapter 112. Science](#)

[Chapter 113. Social Studies](#)

[Chapter 114. Languages Other Than English](#)

[Chapter 115. Health Education](#)

[Chapter 116. Physical Education](#)

[Chapter 117. Fine Arts](#)

[Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits](#)

[Chapter 126. Technology Applications](#)

[Chapter 127. Career Development](#)

[Chapter 128. Spanish Language Arts and English as a Second Language](#)

[Chapter 130. Career and Technical Education](#)

Contact Information

Curriculum Division
curriculum@tea.texas.gov
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1401
(512) 463-9581



Texas Essential Knowledge and Skills - Subject Area Reviews

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Subject Area Reviews

The following sites provide additional information about the TEKS review and revision process by subject area.

[Science TEKS Streamlining](#)

[English Language Arts and Reading TEKS](#)

[Spanish Language Arts and Reading and English as a Second Language TEKS](#)

[Career and Technical Education TEKS](#)

[Languages Other Than English TEKS review](#)

[Fine Arts TEKS review](#)

[Mathematics TEKS review](#)

[Technology Applications TEKS review](#)

[Social Studies TEKS review](#)

Contact Information

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1701 North Congress Avenue
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Two versions of proposed TEKS currently available:

1. Rule text version
2. Vertical alignment version

English Language Arts and Reading TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the 2015 review and revision of the English language arts and reading (ELAR) TEKS. Information regarding the Spanish language arts and reading and English as a Second Language TEKS review is available on the [Spanish language arts and reading and English as a Second Language TEKS webpage](#).

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

At the January/February 2017 State Board of Education (SBOE) meeting, the SBOE approved for first reading and filing authorization proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8**. The SBOE is scheduled to consider proposed revisions for second reading and final adoption at its April 2017 meeting. The board postponed first reading and filing authorization for proposed revisions to the English and Spanish language arts and reading TEKS for high school until the April 2017 meeting.

The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8** is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

To review the proposed revisions and submit comment, please visit the [Proposed SBOE Rules webpage](#).

Contact Information

Curriculum Standards and Student Support
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(512) 463-9581
teks@tea.texas.gov



Proposed State Board of Education Rules

All proposed new rules, proposed amendments to existing rules, and proposed repeals approved for first reading by the State Board of Education (SBOE) and filed with the *Texas Register* are available here. You may submit public comments on proposed rules electronically to rules@tea.texas.gov. Please specify in your message the rules to which your comments apply.

The [SBOE agenda](#) provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the [Adobe website](#), to access PDF files.

Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for English language arts and reading for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)

(Publication in the March 3, 2017 issue of the Texas Register)

(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

[Text of Proposed New 19 TAC Chapter 110, Subchapter A \(PDF\)](#)

[Text of Proposed New 19 TAC Chapter 110, Subchapter B \(PDF\)](#)

Contact Information

Rulemaking Unit
Phone: (512) 475-1497
Email: rules@tea.texas.gov



Rule Text Format

Proposed English language
arts and reading TEKS -
elementary

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613524>

Proposed English language
arts and reading TEKS -
middle school

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613525>

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E) develop social communication such as distinguishing between asking and telling.
- (2) Developing and sustaining foundational language skills: listening, speaking, and discussion--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate phonological awareness by
 - (i) distinguishing between long and short vowel sounds in one syllable and multi-syllable words;
 - (ii) producing a series of rhyming words;
 - (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - (iv) manipulating phonemes within base words;
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
 - (ii) decoding words with silent letters such as knife and gnat;
 - (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (iv) decoding compound words, contractions, and common abbreviations;
 - (v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;
 - (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

Spanish Language Arts and Reading and English as a Second Language TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the Spanish language arts and reading (SLAR) and English as a Second Language TEKS. Information regarding the English language arts and reading TEKS review is available on the [English language arts and reading TEKS webpage](#).

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

At the January/February 2017 State Board of Education (SBOE) meeting, the SBOE approved for first reading and filing authorization proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8**. The SBOE is scheduled to consider proposed revisions for second reading and final adoption at its April 2017 meeting. The board postponed first reading and filing authorization for proposed revisions to the English and Spanish language arts and reading TEKS for high school until the April 2017 meeting.

The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for **Kindergarten – Grade 8** is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

To review the proposed revisions and submit comment, please visit the [Proposed SBOE Rules webpage](#).

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Proposed State Board of Education Rules

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The [SBOE agenda](#) provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the [Adobe website](#), to access PDF files.

Proposed Revisions to 19 TAC Chapter 128, *Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language*, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for Spanish language arts and reading and English as a second language for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)

(Publication in the March 3, 2017 issue of the Texas Register)

(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

[Text of Proposed New 19 TAC Chapter 128, Subchapter A \(PDF\)](#)

[Text of Proposed New 19 TAC Chapter 128, Subchapter B \(PDF\)](#)

Contact Information

Rulemaking Unit

Phone: (512) 475-1497

Email: rules@tea.texas.gov



Rule Text Format

Proposed Spanish language arts and reading TEKS - elementary

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613531>

Proposed Spanish language arts and reading and English as a second language TEKS - middle school

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613532>

(b) Knowledge and skills.

- (1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E) develop social communication such as distinguishing between asking and telling.
- (2) Developing and sustaining foundational language skills: listening, speaking, and discussion--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by
 - (i) distinguishing between long and short vowel sounds in one syllable and multi-syllable words;
 - (ii) producing a series of rhyming words;
 - (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - (iv) manipulating phonemes within base words;
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with short, long, or variant vowels, trigraphs, and blends;
 - (ii) decoding words with silent letters such as knife and gnat;
 - (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (iv) decoding compound words, contractions, and common abbreviations;
 - (v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCCV;
 - (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

English Language Arts and Reading TEKS

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Contact Information

Curriculum Standards and Student Support
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Vertical Alignment Document

The following vertical alignment document was created to reflect the alignment of the proposed revisions to the English language arts and reading TEKS across grade levels, Kindergarten – Grade 12. The SBOE requested that TEA staff apply adjustments made to the Kindergarten – Grade 8 TEKS at the January/February 2017 meeting to the proposed revisions to the high school TEKS as appropriate. The vertical alignment documents reflect these adjustments.

Vertical alignment: [English language arts and reading recommendations](#) (PDF, 195KB)

Recommendations for Consideration at First Reading (January 2017)

The following documents reflect recommendations for the English language arts and reading

Author's craft: listening, speaking, reading, and writing using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within : develop his or her own products and performances. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
110.2 (9)	110.3 (10)	110.4 (10)	110.5 (10)	110.6 (10)	110.7 (10)	110.22 (9)	110.23 (9)	110.24 (9)
(A) discuss with the adult assistance the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) discuss the author's purpose for writing text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;	(A) explain the author's purpose and message within a text;
(B) discuss with the adult assistance how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) discuss how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) explain how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;	(B) analyze how the use of text structure contributes to the author's purpose;
(C) discuss with the adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss with the adult assistance the author's use of print and graphic features to achieve specific purposes;	(C) discuss the author's use of print and graphic features to achieve specific purposes;	(C) explain the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;	(C) analyze the author's use of print and graphic features to achieve specific purposes;
(D) discuss with the adult assistance how the author uses words that help the reader visualize; and	(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes;

Vertical alignment for proposed English language arts and reading TEKS:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613875>

Spanish Language Arts and Reading and English as a Second Language TEKS

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Vertical Alignment Document

The following vertical alignment document was created to reflect the alignment of the proposed revisions to the Spanish language arts and reading TEKS across grade levels, Kindergarten – Grade 12. The SBOE requested that TEA staff apply adjustments made to the Kindergarten – Grade 8 TEKS at the January/February 2017 meeting to the proposed revisions to the high school TEKS as appropriate. The vertical alignment documents reflect these adjustments.

Vertical alignment: [Spanish language arts and reading recommendations](#) (PDF, 1,127KB)

Recommendations for Consideration at First Reading (January 2017)

The SBOE asked that the SBOE-appointed English and Spanish language arts and reading expert reviewers develop recommendations on the English and Spanish language arts and reading TEKS.

The following documents reflect recommendations for the Spanish language arts and reading and

Contact Information

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Developing and sustaining foundational language skills: listening, speaking, and discussion—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected								
Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23
(1) (A) listen actively and ask questions to understand information;	(1) (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(1) (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	(1) (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(1) (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	(1) (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	(1) (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;	(1) (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;	(1) (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
(B) follow oral directions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	(B) follow, restate, and give oral instructions that include multiple action steps;	(B) follow and give oral instructions that include multiple action steps;	(B) follow, restate, and give increasingly complex oral instructions to perform specific tasks, answer questions, or solve problems;	(B) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;	(C) give an organized presentation with a specific point of view;
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others,	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others,	(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) work collaboratively with others to develop a plan of shared responsibilities.	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking	(E) engage in meaningful discourse and provide and accept constructive feedback from others.	(F) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time

Vertical alignment for proposed Spanish language arts and reading TEKS:

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613911&libID=51539613912>



Where to find the revised TEKS?

English language arts and reading TEKS

1st reading rule text—

Elementary:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613524>

Middle School:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613525>

Vertical alignment documents—

English TEKS review webpage

[http://tea.texas.gov/Academics/Curriculum Standards/TEKS Texas Essential Knowledge and Skills \(TEKS\) Review/English Language Arts and Reading TEKS/](http://tea.texas.gov/Academics/Curriculum Standards/TEKS Texas Essential Knowledge and Skills (TEKS) Review/English Language Arts and Reading TEKS/)



Where to find the revised TEKS?

Spanish language arts and reading TEKS

1st reading rule text—

Elementary:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613531>

Middle School:

<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613532>

Vertical alignment documents—

Spanish TEKS review webpage

[http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_\(TEKS\)_Review/English_Language_Arts_and_Reading_TEKS/](http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS/)



Where to find the revised TEKS?

Once final, the rule text for English and Spanish language arts and reading will be available online at—

SBOE Rules, Adopted Rules - Not Yet Effective webpage

[http://tea.texas.gov/About TEA/Laws and Rules/SBOE Rules \(TAC\)/Adopted State Board of Education Rules - Not Yet Effective/](http://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/Adopted_State_Board_of_Education_Rules_-_Not_Yet_Effective/)



Structure of the TEKS

- **Introduction**
- **Knowledge and Skill Statements**
- **Student Expectations**



Structure of the TEKS

Introduction

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



Structure of the TEKS

Knowledge and Skill Statements

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



Structure of the TEKS

Student Expectations (SEs)

- Directly related to the knowledge and skill statement
- Are more specific about how students demonstrate their learning
- Come after the phrase “The student is expected to....”



Structure of the TEKS

Breakouts

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



Example (Spanish, Grade 3)

Knowledge and Skills Statement

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

Student Expectation

(A) use print or digital resources to determine meaning, syllabication, and pronunciation



Breakout Example (Spanish, Grade 3)

Knowledge and Skills Statement	Student Expectation	Breakout
(3) The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, and pronunciation	(i) use print or digital resources to determine meaning
		(ii) use print or digital resources to determine syllabication
		(iii) use print or digital resources to determine pronunciation

Determining TEKS Coverage

In order for a product to be eligible for placement on the list of adopted materials, the instructional material must

- address at least 50% of the total number of **student expectations** and
- address 100% of the designated ELPS (if applicable).



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%.



Determining TEKS Coverage

A publisher's citation for coverage of any specific student expectation may be accepted only if it provides one of the following:

- (i) an opportunity for **the teacher to teach** the component of the knowledge or skill in the teacher material;
- (ii) an opportunity for **the student to learn** the component of the knowledge or skill in the student material or the teacher material; or
- (iii) an opportunity for **the student to demonstrate** the component of the knowledge **or practice** the component of the skill in the student material or the teacher material.

English Language Proficiency Standards (ELPS)

- one set of ELPS, no difference by grade level
- outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- school districts must implement the ELPS as an integral part of each subject in the required curriculum
- materials must only cover only those that have been designated as appropriate for inclusion in instructional materials
- fewer in total than student expectations for most grade levels and courses
- focus is on teacher materials



English Language Proficiency Standards (ELPS)

100% of the ELPS must be addressed in instructional materials for all English language arts courses as well as for middle school English as a second language courses, English Learners Language Arts, Grade 7 and Grade 8.

