



TEKS Guide 101

TEA Science Curriculum Team

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Today we will —

- explain what the science TEKS Guide is;
- review the components of the science TEKS Guide; and
- answer questions about using the science TEKS Guide.

Components of the Science TEKS Guide

- The Student Expectation
 - Student expectations with detailed explanations and glossary support
- Overview
 - Further explanations, demonstrated proficiency (*K–2), glossary support, and supporting information
- Alignments
 - Recurring themes and concepts (*K–8)
 - Vertical alignment
 - Cross-curricular connections (*K–8)
 - Side-by-side

Components of the Science TEKS Guide

Component	K	1	2	3	4	5	6	7	8	Bio	IPC	Chem	Phys
Detailed Explanation Rollovers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Demonstrated Proficiency	✓	✓	✓										
Further Explanations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Glossary Support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supporting Information (Research)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Components of the Science TEKS Guide Continued

Component	K	1	2	3	4	5	6	7	8	Bio	IPC	Chem	Phys
Vertical Alignment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recurring Themes and Concepts Alignment	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Cross-curricular connections	✓	✓	✓	✓	✓	✓	✓	✓	✓				

Science TEKS Guide – The Student Expectation

Science.K.13.B

The student is expected to identify the different [structures](#) that [animals](#) have that allow them to [interact with their environment](#) such as seeing, hearing, moving, and grasping objects;

[Previous](#)

[Next](#)



Science TEKS Guide – The Student Expectation

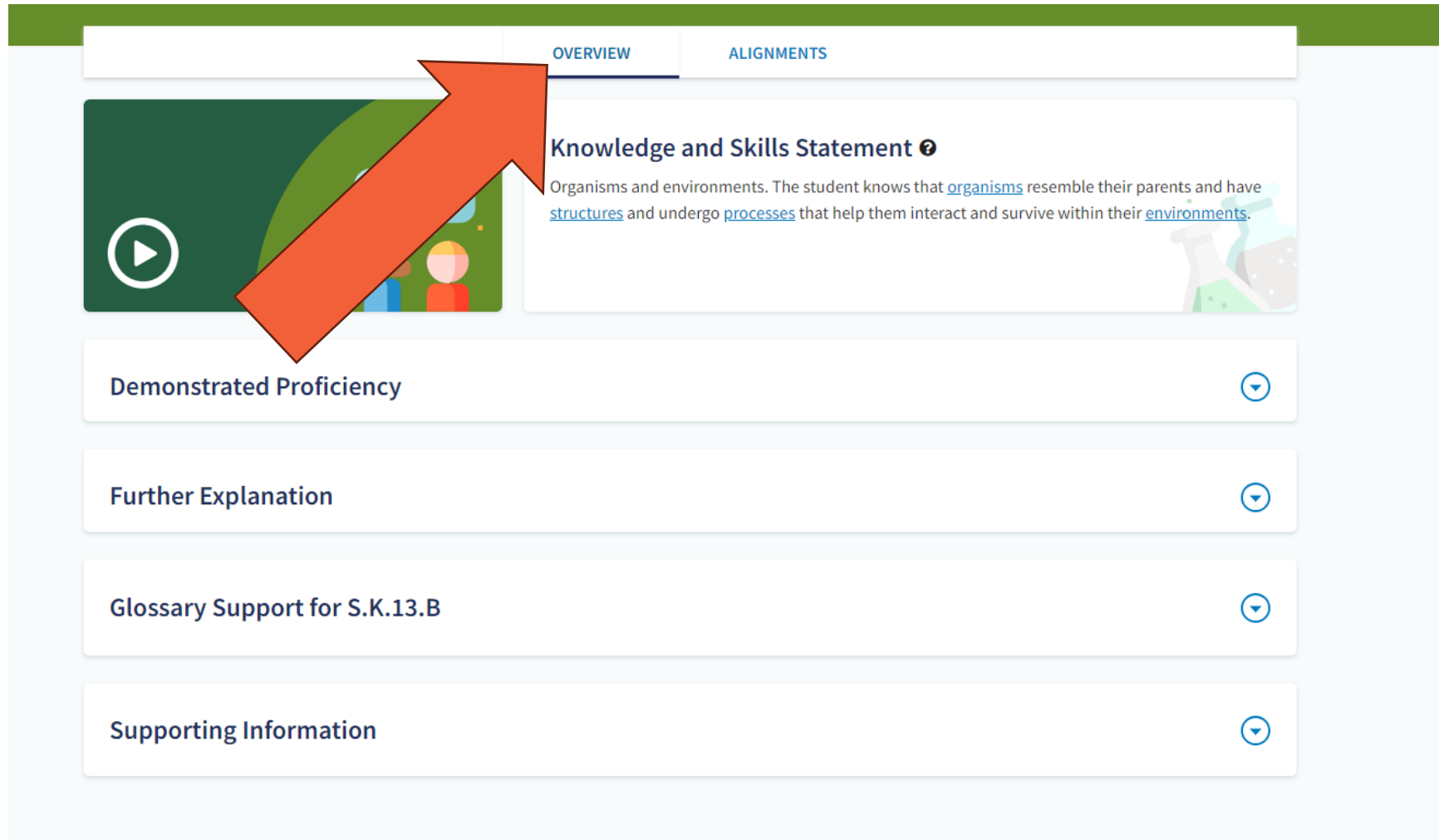
Detailed Explanations

- Rollovers that call out a specific word or phrase in a student expectation
- Provides clarity and consistency for educators
- *May* include an instructional boundary
 - support Tier 1 instructional expectations for **all** students
 - provide scaffolds for students who need support
 - provide enrichment for students who are ready to move beyond the baseline

Glossary Support

- Rollovers that define a term at the teacher level
- Same definition k–12
- Dedicated section as well as rollovers

Science TEKS Guide – The Overview Section



The screenshot displays the 'Overview' section of the Science TEKS Guide. At the top, there are two tabs: 'OVERVIEW' (selected) and 'ALIGNMENTS'. Below the tabs is a 'Knowledge and Skills Statement' section, which includes a video player icon on the left and a text description on the right. A large orange arrow points from the video player icon towards the text. Below the 'Knowledge and Skills Statement' are four expandable sections: 'Demonstrated Proficiency', 'Further Explanation', 'Glossary Support for S.K.13.B', and 'Supporting Information'. Each section has a downward-pointing arrow icon on the right side.

OVERVIEW ALIGNMENTS

Knowledge and Skills Statement ⓘ

Organisms and environments. The student knows that [organisms](#) resemble their parents and have [structures](#) and undergo [processes](#) that help them interact and survive within their [environments](#).

Demonstrated Proficiency

Further Explanation

Glossary Support for S.K.13.B

Supporting Information

Science TEKS Guide – The Overview Section

Demonstrated Proficiency*

- Developed for kindergarten – grade 2
- Provides an example of how to assess a student expectation
- Provides descriptions of grade level appropriate responses from students

Further Explanation

- Provides additional background information and context for teachers.
- May include misconceptions, vertical alignment notes, examples, deeper scientific understanding
- Designed for educator understanding—not a student grade level appropriate understanding

Glossary Support

- Same definition K–12
- Intended to develop a consistent understanding of the terms regardless of grade level taught
- Not student level definitions

Supporting Information

- Research articles which support the content
- In K–8, more focused on integration of content and pedagogy
- In high school, more focused on research happening in the field

Science TEKS Guide – The Alignments Section

OVERVIEW ALIGNMENTS

SCIENCE.K.13.B – Vertical Alignment
Vertical alignment shows student expectations in the same grade level at different grade levels that are related to or build upon one another.

Vertical
Recurring Themes & Concepts
Cross curricular

Side-By-Side

S.K.13.B identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects;

S.1.13.A identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival;

S.2.13.B record and compare how the structures and behaviors of animals help them find and take in food, water, and air;

S.3.13.A explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment; and

S.5.13.A analyze the structures and functions of different species to identify how organisms survive in the same environment; and

Science TEKS Guide – The Alignments Section

Vertical alignment

- Developed K–High school
- Progression of concepts from one grade level to the next

Recurring themes and concepts alignment*

- Developed K–8
- Connective structure that spans all science content
- Provides teachers with a tool to help students understand how content fits into the broader understanding of science today

Cross-curricular connections*

- Developed K–8
- Content connections within a grade level between science and math, social studies, English language arts, and technology applications
- May be used to build lessons that reinforce content from different subject areas

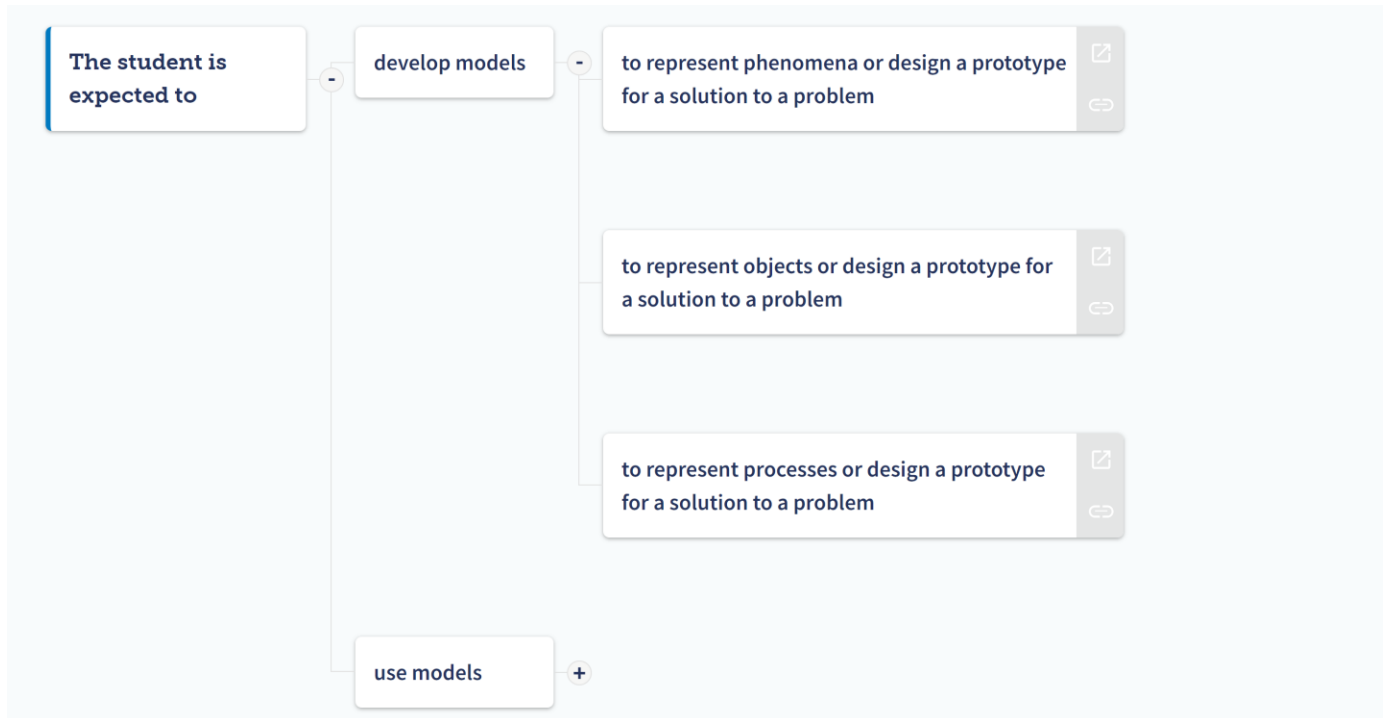
Side-by-Side

- Direct comparison of old standards to new standards
- Will remain posted until the end of the 2025–2026 school year

Science TEKS Guide – The Alignments Section Continued

Science.K.1.G

The student is expected to [develop and use models](#) to represent [phenomena](#), objects, and [processes](#) or design a [prototype](#) for a solution to a problem.



Breakouts

- Developed K–High school
- Visual way to deconstruct a student expectation into its component parts
- In production

Poll

On a scale of 1 – 10, how likely are you to recommend the Science TEKS Guide to colleagues?

Certificates

<https://bit.ly/TEKSGuideJuly9>

Note: You must download the certificate before filling your information in.



Questions



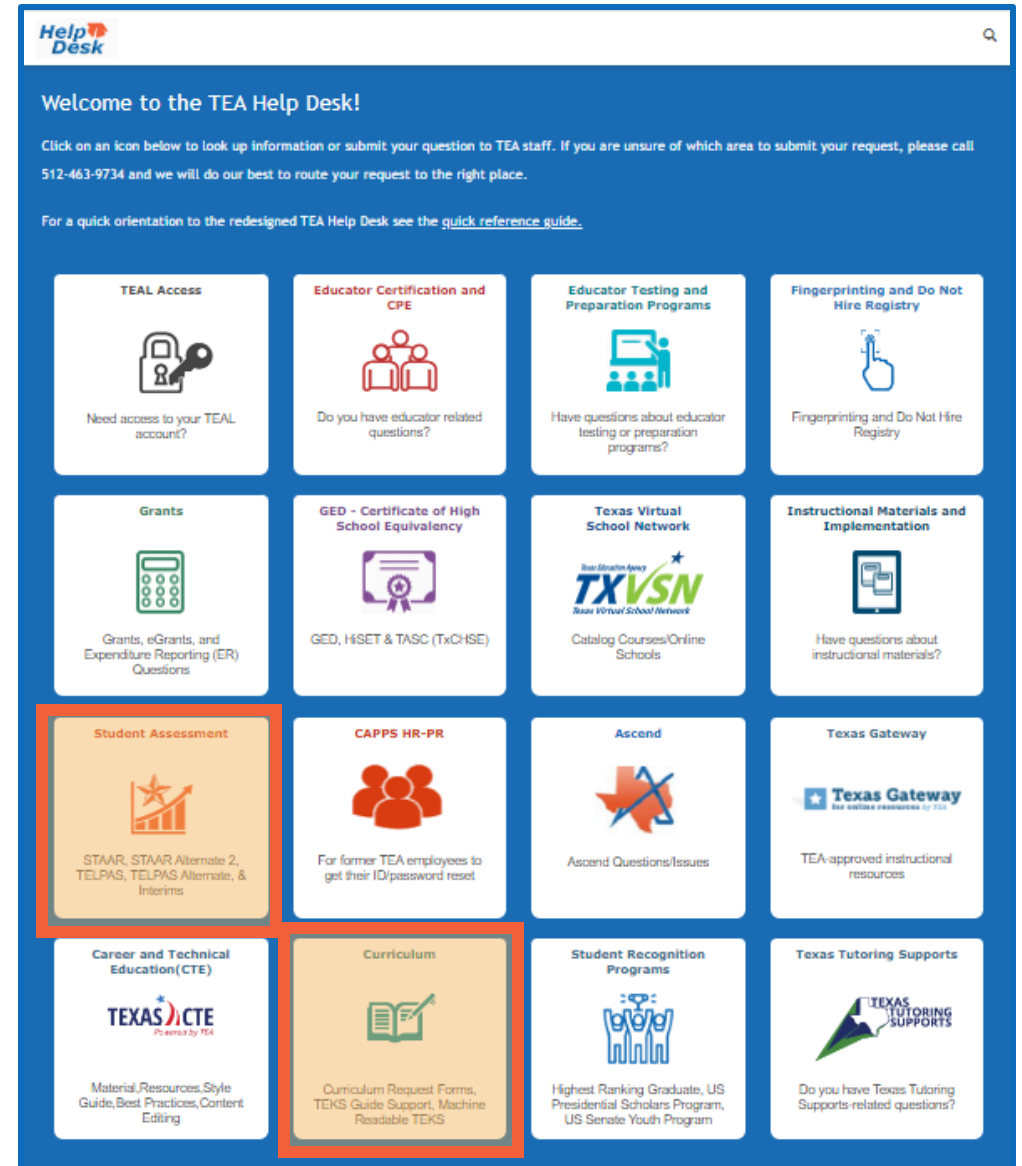
TEA Help Desk

For questions or help on topics related to science:

- Curriculum
- Assessment



<https://helpdesk.tea.texas.gov/>



The screenshot shows the TEA Help Desk website interface. At the top, there is a search bar and the text "Welcome to the TEA Help Desk!". Below this, there is a message: "Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place." A link to a "quick reference guide" is also provided. The main content area is a grid of 16 service tiles. Two tiles are highlighted with a red border: "Student Assessment" (STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims) and "Curriculum" (Curriculum Request Forms, TEKS Guide Support, Machine Readable TEKS). Other tiles include TEAL Access, Educator Certification and CPE, Educator Testing and Preparation Programs, Fingerprinting and Do Not Hire Registry, Grants, GED - Certificate of High School Equivalency, Texas Virtual School Network, Instructional Materials and Implementation, CAPPS HR-PR, Ascend, Texas Gateway, Career and Technical Education (CTE), Student Recognition Programs, and Texas Tutoring Supports.



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