

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
(a) Introduction	(a) Genral Requirements and (b) Introduction	
<p>(1) The essential knowledge and skills as well as the student expectations for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).</p> <p>(2) ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.</p>	<p>a (1) The essential knowledge and skills for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).</p> <p>a (2) ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.</p>	

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<p>(3) ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. In addition, ELLs are acquiring English at the same time they are learning content in English. ELLs' abilities to meet these standards will be influenced by their proficiency in English. While ELLs can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. For this reason, comprehension of text requires additional scaffolds that include adapted text (e.g., appropriate for student proficiency level; translations), pictures, realia, glossaries, bilingual dictionaries, thesaurus, and other modes of comprehensible input. ELLs can and should be encouraged to use their knowledge of their first language (e.g., cognates) to enhance their vocabulary development, and vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>b (4) ELLs are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>The revised standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p>(4) Research consistently shows that a strong foundation in the native language of an ELL facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students can be expected to transfer those skills to English and progress rapidly in learning in English.</p>		

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<p>(5) For newcomers in secondary schooling, the challenge then is not only learning English, but learning in English. ELLs are challenged in working with linguistic, cognitive, and academic development in all of their coursework and in a new language. Some newcomers exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English, especially for students who are newcomers and at beginning levels of English language proficiency. Their academic success depends on their ability to use academic language.</p>	<p>b (4) ELLs are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>The revised standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p>(6) Second language acquisition is a complex process that even under optimal conditions takes a long time (Collier, 1997). It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.</p>		
<p>(7) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.</p>		

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<p>(8) Academic language is a major factor in academic success. Academic language and grammatical structures are used across all subject areas and is specific to the content area, such as language arts, mathematics, science, and social studies. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. This must also be provided in a manner that is linguistically accommodated (contextualized, communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.</p>		
<p>(9) ELLs require focused, targeted, and systematic second language acquisition to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.</p>		

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<p>(10) ELL students are at different stages of language acquisition. Proficiency levels are not grade specific: Beginning, Intermediate, Advanced, and Advanced High. The ELL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. A student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Understanding the level of English language proficiency of the student is critical in order for the student to have access to the curriculum. The proficiency level of the student determines the accommodations in language that must be made (e.g., adapted text appropriate for student proficiency level; translations) as well as, determines additional scaffolds (e.g., pictures, realia, glossaries, bilingual dictionaries, thesaurus) in order to learn the academic content. Any combination of the language components is possible and is affected by opportunities for interaction in and outside of school. For further guidance in second language acquisition, refer to the English language proficiency standards (ELPS) described in §74.4 of this title.</p> <p>(A) Beginning: Students associate utterances with meaning as they make inferences based on actions, visuals, text, tone of voice, and inflections. Receptive language with some comprehension is acquired earlier than oral production. Beginning students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. They read English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.</p>	<p>b (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>	<p>The revised TEKS include information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>

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<p>(B) Intermediate: Students use the listening process to improve comprehension and oral skills in English. Through listening and speaking in meaningful interactions, they clarify, distinguish, and evaluate ideas and responses in a variety of situations. Intermediate students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. Intermediate students read English using and applying developmental vocabulary to increase comprehension and produce written text to address a variety of audiences and purposes.</p> <p>(C) Advanced: Students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced students continually develop reading skills for increasing reading proficiency in content area texts for a variety of purposes and generate written text for different audiences in a variety of modes to convey appropriate meaning according to their level of proficiency.</p> <p>(D) Advanced High: Students' reading, speaking, and writing abilities are comparable to those of their native English speaking peers. They understand grade appropriate English as it is used in academic and social settings. These students use language skills on their grade level in the academic subject areas with minimal interruptions and they use abstract and content based vocabulary effectively. Advanced High students continually use the English language to build additional foundational reading skills such as fluency and prosody as well as higher-order comprehension skills. These students have a strong command of English language structures necessary to address writing at appropriate grade levels.</p>		

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<p>(11) Students enrolled in ESOL I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and, with increasing accuracy, produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.</p>		
<p>(12) The knowledge and skills and/or student expectations that are applicable specifically to ELLs are indicated in §74.4 of this title as well as in subsection (b) of this section.</p>	<p>a (1) The essential knowledge and skills for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).</p>	
<p>(13) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English I as described in subsection (b) of this section.</p>		

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<p>(14) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>		
	<p>b (1) The ESOL Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p>	<p>The revised TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive.</p>
	<p>b (2) The seven strands of this course mirror the essential knowledge and skills for English language arts and reading, which are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>	

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	<p>b (3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 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.</p>	Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.
	<p>b (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).</p>	The revised TEKS emphasize the role of oral language proficiency as it relates to student success at school.
	<p>b (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
(b) Knowledge and skills	(c) Knowledge and skills	
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	The alignment between 2009 SE 1.A and 2017 SE 3.A is only to determining the meaning of technical and discipline-based vocabulary.

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<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases;</p>	
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(C) produce analogies that describe a function of an object or its description;</p>		
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo;</p>	
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;</p>	

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<p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) analyze how the genre of texts with similar themes shapes meaning;</p>	<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) identify and analyze how themes are developed through characterization and plot in a variety of literary texts;</p>	
<p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p>		
<p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p>	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze how the author's use of language achieves specific purposes;</p>	<p>Note that 2017 SE 10.D requires a connection between the author's use of language and its intended purpose.</p>

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<p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.</p>	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze how the author's use of language achieves specific purposes;</p> <p>(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;</p> <p>(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;</p>	<p>Note that 2017 SEs 10.D, 10.E, and 10.F require a connection between language, literary devices, or diction and syntax and the author's purpose for using it.</p>
<p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</p>	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) identify and analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;</p>	

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<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;</p>	<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and</p>	
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p>	<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;</p>	
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and</p>		

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<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.</p>	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) read and respond to American, British, and world literature;</p>	<p>SE 9.A does not limit instruction only to authors from non-English speaking traditions or those with emphasis on classical literature.</p>
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.</p>		<p>Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</p>	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;</p>	<p>The cognitive complexity of 2017 SE 10.E requires the student to analyze.</p>

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<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p>	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze characteristics and structural elements of informational texts such as:</p> <p style="padding-left: 20px;">(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) identify and analyze the author's purpose, audience, and message within a text;</p>	<p>The cognitive complexity of 2017 SEs 9.D.i and 10.A require the student to analyze.</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p>	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	

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<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(B) differentiate between opinions that are substantiated and unsubstantiated in the text;</p>		
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze characteristics and structural elements of informational texts such as:</p> <p style="padding-left: 40px;">(iii) multiple organizational patterns within a text to develop the thesis;</p>	

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<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(H) synthesize information from two texts to create new understanding; and</p>	
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and</p>		<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.</p>		<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p>		<p>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.</p>	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) identify and evaluate the author's use of print and graphic features to achieve specific purposes;</p>	<p>Note that 2017 SE 10.C requires a connection between the use of print or graphic features and their intended purpose.</p>
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p>		
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and</p>		
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text;</p>	<p>Note that 2017 SE 10.F requires a connection between diction or syntax and mood, voice, or tone.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p>	
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; 	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tense and active and passive voice; (iii) subject-verb agreement; (iv) pronoun-antecedent agreement; (v) apostrophes to show possession; (vi) accurate usage of homonyms; (vii) correct capitalization; (viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and (ix) correct spelling, including abbreviations; 	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(G) publish written work for appropriate audiences.</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences; 	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p>Note that 2009 SEs 15.A.i-v and 2017 SE 12.B are aligned because students will sometimes use analysis as part of the process for writing an explanatory essay.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques; 	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) compose correspondence in a professional or friendly structure.</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and 	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) write responses that demonstrate understanding of texts, including comparing texts within and across genres;</p> <p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <ul style="list-style-type: none"> (i) using an organizing structure appropriate to purpose, audience, topic, and context; and (ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;</p>	<p>Note that because students will sometimes interpret and analyze information and data as part of the process of writing an explanatory essay, 2009 SEs 15.C.i-iii and 2017 SE 12.B are aligned.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.</p>		
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 40px;">(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> <p>(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 40px;">(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(C) counter-arguments based on evidence to anticipate and address objections;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 40px;">(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(D) an organizing structure appropriate to the purpose, audience, and context; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 20px;">(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) compose argumentative texts using genre characteristics and craft; and</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(E) an analysis of the relative value of specific data, facts, and ideas.</p>		<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(ii) consistent, appropriate use of verb tense and active and passive voice;</p>	<p>2009 SE 17.A.i contributes to the use of active and passive voice as referenced in 2017 SE 11.D.ii.</p>
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(ii) restrictive and nonrestrictive relative clauses; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</p>	
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(iii) reciprocal pronouns (e.g., each other, one another);</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p>		
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;</p>	
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(vii) correct capitalization;</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use correct punctuation marks including:</p> <p style="padding-left: 20px;">(i) quotation marks to indicate sarcasm or irony;</p>		
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use correct punctuation marks including:</p> <p style="padding-left: 20px;">(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and</p> <p style="padding-left: 20px;">(iii) dashes to emphasize parenthetical information.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and</p>	
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including::</p> <p style="padding-left: 20px;">(ix) correct spelling, including abbreviations;</p>	<p>2017 SE 11.D.ix requires students to apply their knowledge of spelling by writing and editing drafts including abbreviations.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) develop questions for formal and informal inquiry;</p>	
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) develop and revise a plan;</p>	
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) locate relevant sources;</p>	
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) synthesize information from a variety of sources;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;</p>	<p>2017 SE 13.H has been expanded to include the ethical use of source material.</p>
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) modify the major research question as necessary to refocus the research plan;</p>	
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(G) examine sources for:</p> <ul style="list-style-type: none"> (i) credibility and bias, including omission; and (ii) faulty reasoning such as ad hominem, loaded language, and slippery slope; 	<p>2017 SE 13.G.i has been expanded to include credibility and bias.</p>

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2009 TEKS	2017 TEKS	Notes
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) critique the research process at each step to implement changes as needs occur and are identified;</p>	
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) marshals evidence in support of a clear thesis statement and related claims;</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) synthesize information from a variety of sources;</p>	
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p>		
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(J) use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.</p>	Multimodal presentations include more than one mode of delivery.

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and</p>		
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(E) uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;</p>	
<p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;</p>	
<p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(C) evaluate the effectiveness of a speaker's main and supporting ideas.</p>		
<p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;</p>	
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(A) use prior knowledge and experiences to understand meanings in English;</p>		
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(B) monitor oral and written language production and employ self-corrective techniques or other resources;</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;</p>		
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);</p>		
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;</p>		

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(F) use accessible language and learn new and essential language in the process;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations; and</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(27) Second language acquisition/learning strategies. The ESOL I student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(I) make connections across content areas and use and reuse language and concepts in different ways.</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(A) distinguish sounds and intonation patterns of English with increasing ease;</p>		
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) acquire, demonstrate, and apply phonetic knowledge; and</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;</p>		
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p>	

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<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p> <p>(C) follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(J) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	

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<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(K) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers; and</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p>	
<p>(28) Second language acquisition/listening. The ESOL I student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(L) infer meaning by making associations of utterances with actions, visuals, and the context of the situation.</p>		
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) acquire, demonstrate, and apply phonetic knowledge; and</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;</p>		
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(D) give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and increasing mastery of conventions of language to communicate ideas effectively;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases;</p>	

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2009 TEKS	2017 TEKS	Notes
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) share information in cooperative learning interactions;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p> <p>(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;</p>	
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts such as directions and address as well as name, age, and nationality, to using abstract and content-based vocabulary during extended speaking assignments;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p> <p>(E) participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p> <p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(K) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions.</p>	

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<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(I) adapt spoken language appropriately for formal and informal purposes;</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p> <p>(F) develop social communication and produce oral language in contextualized and purposeful ways; and</p> <p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) respond using acquired content and academic vocabulary as appropriate;</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	

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<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment;</p>	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p>	
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(K) share prior knowledge with peers and others to facilitate communication and to foster respect for others; and</p>	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) share prior knowledge with peers and others to facilitate communication;</p>	
<p>(29) Second language acquisition/speaking. The ESOL I student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(L) describe the immediate surroundings such as classroom, school, and home.</p>	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and use words that name actions, directions, positions, sequences, and locations;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;</p>	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) acquire, demonstrate, and apply phonetic knowledge; and</p>	
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom;</p>		
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;</p>		

ESOL I Side-by-Side TEKS Comparison

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<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(D) use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text;</p>		
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;</p>		
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;</p>	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(H) read silently with increasing ease for longer periods;</p>	<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade- and language proficiency-appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time.</p>	
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;</p>	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	

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<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs;</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p>	
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs;</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;</p>	
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(L) read authentic literature and use kinesthetic visual support to develop vocabulary, structures, and build background knowledge needed to comprehend increasingly-challenging language;</p>		

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(M) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience; and</p>		
<p>(30) Second language acquisition/reading. The ESOL I student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(N) retell, role-play, and/or visually illustrate the order of events.</p>	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;</p>		

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2009 TEKS	2017 TEKS	Notes
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;</p>		
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are 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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ix) correct spelling, including abbreviations;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ii) consistent, appropriate use of verb tense and active and passive voice;</p> <p style="padding-left: 20px;">(iii) subject-verb agreement;</p> <p style="padding-left: 20px;">(iv) pronoun-antecedent agreement;</p>	

ESOL I Side-by-Side TEKS Comparison

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<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as:</p> <p style="padding-left: 20px;">(i) using correct verbs, tenses, auxiliaries, and pronouns/antecedents;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ii) consistent, appropriate use of verb tense and active and passive voice;</p> <p style="padding-left: 20px;">(iv) pronoun-antecedent agreement;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as:</p> <p style="padding-left: 20px;">(ii) using nominative, objective, and possessive case (apostrophe s) correctly;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(v) apostrophes to show possession;</p>	

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<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as:</p> <p style="padding-left: 20px;">(iii) demonstrating knowledge of parts of speech; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;">(ii) consistent, appropriate use of verb tense and active and passive voice;</p> <p style="padding-left: 20px;">(iii) subject-verb agreement;</p> <p style="padding-left: 20px;">(iv) pronoun-antecedent agreement;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as:</p> <p style="padding-left: 20px;">(iv) using negatives and contractions correctly;</p>		

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<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tense and active and passive voice; <p>(E) use sentence-combining techniques to create a variety of sentence structures and lengths;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired;</p>	<p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <ul style="list-style-type: none"> (A) compose literary texts such as fiction and poetry using genre characteristics and craft; (B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; (C) compose argumentative texts using genre characteristics and craft; and (D) compose correspondence in a professional or friendly structure. 	

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<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(H) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (vii) correct capitalization; (viii) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and 	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(I) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write;</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p>	
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(J) write with more proficient use of orthographic patterns such as digraphs and consonant blends with the initial s- and rules such as "qu" together, consonant doubling, dropping final "e," and changing "y" to "i"; and</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (ix) correct spelling, including abbreviations; 	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>(31) Second language acquisition/writing. The ESOL I student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. Students are expected to:</p> <p>(K) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text.</p>	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p style="padding-left: 20px;">(i) using an organizing structure appropriate to purpose, audience, topic, and context; and</p>	
Figure 19: Reading/Comprehension Skills		

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Specificity has been added to include student-selected text.</p>

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(C) use text evidence and original commentary to support a comprehensive response;</p>	
2017 standards with no identified 2009 alignment		
	<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(G) conduct an interview, including social and informative.</p>	
	<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) write complete words, thoughts, and answers legibly.</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and</p>	
	<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.</p>	
	<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose.</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p>	
	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating;</p>	
	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(G) discuss and write about the explicit or implicit meanings of text;</p>	
	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(I) reflect on and adjust responses when valid evidence warrants;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(7) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(J) defend or challenge the authors' claims using relevant text evidence; and</p>	
	<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze how the setting influences the theme.</p>	
	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(D) identify and analyze characteristics and structural elements of informational texts such as:</p> <ul style="list-style-type: none"> (ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and 	
	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(E) identify and analyze characteristics and structural elements of argumentative texts such as:</p> <ul style="list-style-type: none"> (i) clear arguable claim, appeals, and convincing conclusion; (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and (iii) identifiable audience or reader; and 	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(9) 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) identify and analyze characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one mode within a single text.
	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(B) identify and analyze use of text structure to achieve the author's purpose;</p>	Note that this SE requires a connection between text structure and the author's purpose for using it.
	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(G) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and</p>	

ESOL I Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(H) identify and explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.</p>	
	<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(F) develop voice; and</p>	
	<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p> <p>(I) incorporate digital technology when appropriate; and</p>	