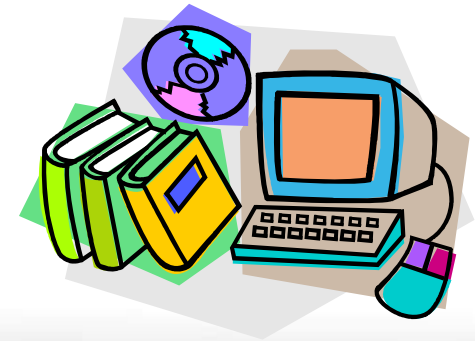


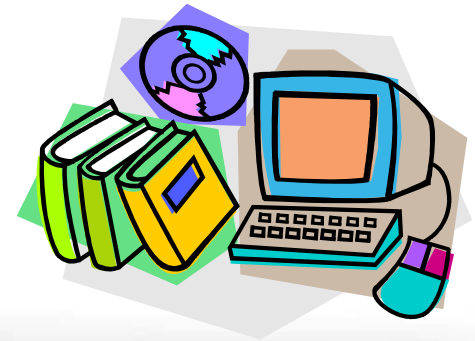
Proclamation 2010 Publisher Meeting

*Texas Education Agency
August 4, 2008*



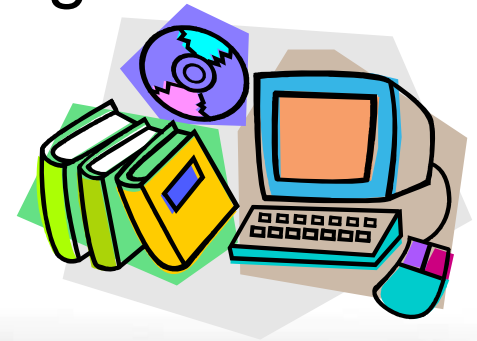
Agency Staff

- Lizzette Reynolds, Deputy Commissioner, Statewide Policy and Programs
- Sharon Jackson, Associate Commissioner, Standards and Programs
- Anita Givens, Deputy Associate Commissioner, Standards and Alignment



Curriculum Staff

- Shannon Baker; Managing Director, Curriculum
- Monica G. Martinez; Director, Policy and Operations
- Sarah Crippen; Director, English Language Arts and Reading
- Kerry Ballast; Assistant Director, English Language Arts and Reading
- Georgina González; Director, Bilingual Education
- Susie Coultriss; Assistant Director, Bilingual Education
- Cami Jones; Director, Early Childhood



Instructional Materials Staff

- John Lopez; Acting Managing Director, Instructional Materials and Educational Technology
- Christopher Lucas; Unit Manager, Review and Adoption, Finance
- Anita Deibert; Review and Adoption Specialist
- Katie Oster; Review and Adoption Specialist
- Scott Vanya; Review and Adoption Research Specialist
- Tiffanay Waller; Administrative Assistant



Work in Progress

May 2008 SBOE meeting

- Adopted English Language Arts & Reading TEKS
- New PreK Guidelines shared with SBOE
- Amended Proclamation 2010
- Issued Proclamation 2011

July 2008 SBOE meeting

- Approved Spanish Language Arts & Reading TEKS for first reading and filing authorization

Work in Progress

Proclamations 2010 and 2011 reflect the new
ELAR TEKS

Draft SLA TEKS provided for reference

September 2008 SBOE meeting

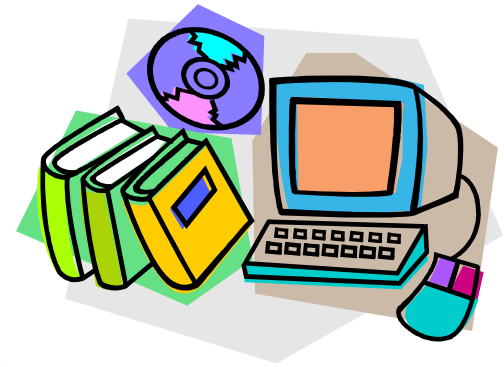
- Spanish Language Arts & Reading TEKS for second reading and final adoption
- Amend Proclamation 2010
- Amend Proclamation 2011

Work in Progress

- August Publisher meeting regarding content of Proclamation 2010
- Q&A Document to SBOE in September for approval
- October - Breakouts for Proclamation 2010 available
- October Publisher meeting regarding process for Proclamation 2010
- Q&A Document to SBOE in November for approval

Changes that Impact Proclamation 2010

Legislation
SBOE Rules



HB 188

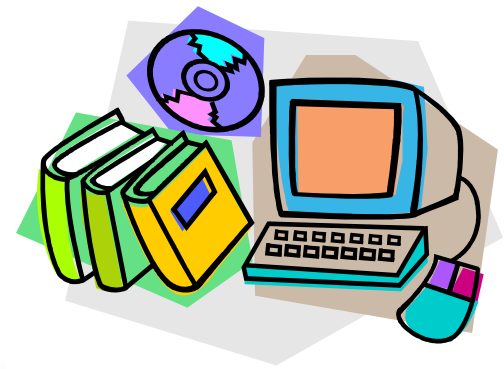
TEC Sec. 31.023

- The conforming list includes each textbook submitted for the subject and grade level that meets applicable physical specifications adopted by the State Board of Education and contains material covering each element of the essential knowledge and skills of the subject and grade level **in the student version of the textbook, as well as in the teacher version of the textbook**, as determined by the State Board of Education under Section 28.002 and adopted under Section 31.024.

HB 188

**Changes to Chapter 66 – Adopted at
Second Reading in November –
effective December 25, 2007**

- **clarification of TEKS coverage**
- **panel review process detailed**



§66.36. State Review Panels: Duties and Conduct.

- (a) The duties of each member of a state review panel are to:
- (1) evaluate all instructional materials submitted for adoption in each subject assigned to the panel to determine if essential knowledge and skills are covered **in the student version of the textbook, as well as in the teacher version of the textbook.** Panel members will use SBOE-approved procedures for evaluating coverage of the essential knowledge and skills;

- The conforming list includes each textbook submitted for the subject and grade level that meets applicable physical specifications adopted by the State Board of Education and contains material covering each element of the essential knowledge and skills of the subject and grade level **in the student version of the textbook, as well as in the teacher version of the textbook**, as determined by the State Board of Education under Section 28.002 and adopted under Section 31.024.

§66.27. Proclamation, Public Notice, and Schedule for Adopting Instructional Materials.

- (c) The proclamation shall require instructional materials to cover **specific essential knowledge and skills** a certain number of times in the student text narrative in addition to end-of-section review exercises, end-of-chapter activities, or unit tests.

§66.36. State Review Panels: Duties and Conduct.

- (a) The duties of each member of a state review panel are to:
 - (1) evaluate all instructional materials submitted for adoption in each subject assigned to the panel **to determine if essential knowledge and skills are covered in the student version of the textbook, as well as in the teacher version of the textbook.** Nothing in this rule shall be construed to contravene the Texas Education Code (TEC), §28.004(e)(5), which makes coverage of contraception and condom use optional in both the student and teacher editions of health textbooks. **Panel members will use State Board of Education-approved procedures for evaluating coverage of the essential knowledge and skills in the student text narrative in addition to end-of-section review exercises, end-of-chapter activities, or unit tests as required in the proclamation.**

- The approved procedures include the following.
 - (A) State review panel members must participate in training to ensure clear and consistent guidelines for determining full Texas Essential Knowledge and Skills (TEKS) coverage within the instructional materials.
 - (B) State review panel members must participate in a team during the review and reach a consensus to determine if the TEKS have been covered sufficiently in the instructional materials.

- (C) Instructional materials shall be evaluated for TEKS coverage at each grade level.
- (D) One reference to a TEKS statement is not considered sufficient coverage. At least three examples of each student expectation must be evident in the instructional materials to ensure sufficient coverage.
- (E) If a TEKS statement has multiple student expectations, **at least three examples of each student expectation must be evident in the instructional materials to ensure sufficient coverage.**
- (F) TEKS statements are not considered covered if only included in side bars, captions, or one question at the end of a chapter.

College Readiness Standards

- HB1 called for College Readiness Standards
- The College Readiness Standards were adopted by THECB in January 2008.
- The CRS were provided to the TEKS writing teams to incorporate into the TEKS
- The CRS are included in Proclamation 2010 as a reference.



***English Language
Arts/Reading and
Reading Elective –
Proclamation 2010***

Texas Education Agency

August 4, 2008

Reading Elective

- Grades 6, 7, and 8
- Revisions made for clarity
 - **Use spelling**, ~~derive word meanings by applying knowledge of the meanings of~~ prefixes **and** suffixes, **roots and word origins** ~~and bases~~ **to understand meanings**

Reading Elective

- New student expectations were added
 - Identify analogies, homonyms, synonyms/antonyms, and connotations/denotations
- Some student expectations were moved within the document
- Knowledge and skills statements increased from 6 to 9

ELA/Reading Strands

1997	2008
Reading	Reading
Writing	Writing
Listening/Speaking	Listening/Speaking
Viewing/Representing	<i>Embedded in Reading and Writing</i>
<i>Embedded in Reading and Writing</i>	Research
<i>Embedded in Reading and Writing</i>	Oral/Written Conventions

Proclamation 2010

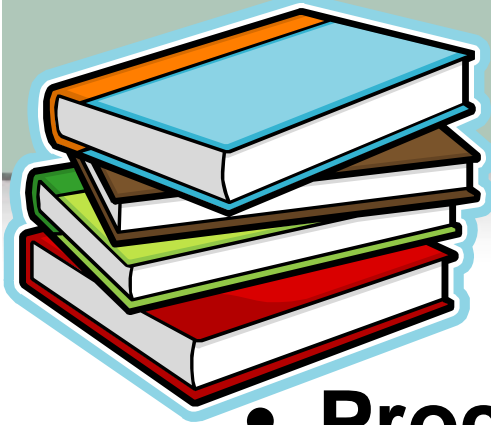
includes

READING and

LISTENING AND SPEAKING TEKS

For Grades 2 – 12

All TEKS will be included in K-1.



TEXTBOOKS

- **Proclamation 2010**
 - **English Language Arts and Reading, Grades K-1**
 - **Spanish Language Arts and Reading, Grades K-1**
 - **Reading, Grades 2-5**
 - **Spanish Reading, Grades 2-5**
 - **Reading (elective), Grades 6-8**



TEXTBOOKS



- Proclamation 2010
 - Literature, Grades 6 – 12
 - Spanish Literature, Grade 6
 - English for Speakers of Other Languages, I and II
 - English Language Proficiency Standards , Grades 9 – 12, Teacher Edition
 - AP English Language, English Literature
 - IB Language Studies, Standard and Higher Level

***CHANGES IN TEKS
THAT WILL
IMPACT
PROCLAMATION 2010***

INTRODUCTION

Chapter 110, Subchapter A, B, and C

(b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Figure: 19 TAC §110.10 (b)

19 TAC §110.17 (b)

19 TAC §110.30 (b)

Kindergarten <i>(§110.11 English Language Arts and Reading)</i>	First Grade <i>(§110.12 English Language Arts and Reading)</i>	Second Grade <i>(§110.13 English Language Arts and Reading)</i>	Third Grade <i>(§110.14 English Language Arts and Reading)</i>	Fourth Grade <i>(§110.15 English Language Arts and Reading)</i>	Fifth Grade <i>(§110.16 English Language Arts and Reading)</i>
<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) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<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) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<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) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Kindergarten <i>(§110.11 English Language Arts and Reading)</i>	First Grade <i>(§110.12 English Language Arts and Reading)</i>	Second Grade <i>(§110.13 English Language Arts and Reading)</i>	Third Grade <i>(§110.14 English Language Arts and Reading)</i>	Fourth Grade <i>(§110.15 English Language Arts and Reading)</i>	Fifth Grade <i>(§110.16 English Language Arts and Reading)</i>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, and re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, and generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, and generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, and generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>

<p align="center">Sixth Grade <i>(§110.18 English Language Arts and Reading)</i></p>	<p align="center">Seventh Grade <i>(§110.19 English Language Arts and Reading)</i></p>	<p align="center">Eighth Grade <i>(§110.20 English Language Arts and Reading)</i></p>
<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>	<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<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) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>

<p align="center">English I (§110.31 English Language Arts and Reading)</p>	<p align="center">English II (§110.32 English Language Arts and Reading)</p>	<p align="center">English III (§110.33 English Language Arts and Reading)</p>	<p align="center">English IV (§110.34 English Language Arts and Reading)</p>
<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>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<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>(B) make complex inferences about text and use textual evidence to support understanding.</p>	<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>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<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>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>

INTRODUCTION

ELL Changes - (2) (A-C)

- ...reading instruction should be comprehensive
- ...academic vocabulary
- ...comprehension skills and strategies
- ...meaningful contexts and not in isolation
- ...additional scaffolds
- ...vocabulary taught in context

Wrapped KS and SE Statements

- (5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

Wrapped KS and SE Statements

Tag Line

Reading/Fluency

Knowledge and Skill Statement

Students read grade-level text with fluency and comprehension.

Student Expectation

Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

BEGINNING READING K - 3

	K	1st	2nd	3rd
Print Awareness				
Phonological Awareness				
Phonics				
Strategies				

DECODABILITY

Instructional materials
must meet
the criteria of at least 80% decodability
for first grade only. This applies to the
selections and passages read by
students.

DECODABILITY ~ 70 Sound Spellings

- Grade 1 (3)
- 70 sounds placed under appropriate headings:
 - Single letters (consonants)
 - Single letters (vowels)
 - Consonant blends
 - Consonant digraphs
 - Vowel digraphs
 - Vowel diphthongs

DECODABILITY ~ 70 Sound Spellings

- Two sounds appear under both vowel digraphs and vowel diphthongs
 - Vowel digraph
 - ow (snow and how)
 - ou (out)
 - Vowel diphthong
 - ow
 - ou

Knowledge and Skill Statements 1 – 8

- Reading/Fluency. Students read grade-level text with fluency and comprehension.

Knowledge and Skill Statements K – 12

- Reading/Vocabulary Development.
Students understand new vocabulary and use it correctly when reading and writing.

Knowledge and Skill Statements K – 12

- 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.

Knowledge and Skill Statements K – 12

- 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.

Knowledge and Skill Statements 2 – 12

- 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.

Knowledge and Skill Statements K – 12

- 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.

Knowledge and Skill Statements 1 – 12

- 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 respond by providing evidence from text to support their understanding.

Knowledge and Skill Statements 1 – 12

- 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.

Knowledge and Skill Statements 1 – 5

- Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and provide evidence of their reading.

Knowledge and Skill Statements K – 12

- 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.

Knowledge and Skill Statements K – 12

- 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.

Knowledge and Skill Statements 3 – 12

- Reading/Comprehension of Informational Text/Persuasive Texts. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skill Statements K – 12

- Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Knowledge and Skill Statements K – 12

- **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.

Knowledge and Skill Statements K – 12

- **Listening and Speaking/Listening.**
Students use comprehension skills to listen attentively to others in formal and informal settings.

Knowledge and Skill Statements K – 12

- **Listening and Speaking/Speaking.**
Students speak clearly and to the point, using the conventions of language.

Knowledge and Skill Statements K – 12

- **Listening and Speaking/Teamwork.**
Students work productively with others in teams.

OTHER CHANGES

- Instead of the use of “*such as*” that is prevalent in the current TEKS, note the use of “*e.g.*”.
 - (13) (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

COVERAGE OF TEKS

The SBOE directed staff to clarify that in Proclamation 2010, the TEKS must be covered at least five times in the student and teacher editions for grades K-3 (for **Beginning Reading only**) and at least three times in the student and teacher editions for grades 4 – 12.

Sample Breakout – Grade 4 6 (A)

<p>(6) 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) sequence and summarize the plot's main events and explain their influence on future events</p>	<p>sequence the plot's main events</p>
		<p>summarize the plot's main events</p>
		<p>explain the plot's main events influence on future events</p>

This is only a sample breakout. All other breakouts will be available in October.

Sample Breakout – Grade 4 6 (B)

<p>(6) 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) describe the interaction of characters including their relationships and the changes they undergo; and</p>	<p>describe the interaction of characters including their relationships</p>
		<p>describe the interaction of characters including the changes they undergo</p>

This is only a sample breakout. All other breakouts will be available in October.

Sample Breakout – Grade 4 - 6 (C)

<p>(6) 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) identify whether the narrator or speaker of a story is first or third person.</p>	<p>Identify whether the narrator of story is first person</p>
		<p>Identify whether the narrator of story is third person</p>

This is only a sample breakout. All other breakouts will be available in October.

DECIPHERING FOR MEANING

- Clarification of Terms
 - Look through the TEKS at all grade levels
 - Examples of Literary Nonfiction
 - 1st grade – “true or fantasy”
 - 2nd grade – “fiction and nonfiction”
 - 4th grade – character experiences and actual events in a “biography and autobiography”
 - 6th grade – “memoirs and personal narratives” and “autobiographies”
 - 7th grade – “autobiography or a diary and a fictional adaptation”
 - English II – “speech, literary essay, or other forms of literary nonfiction”

DECIPHERING FOR MEANING

Knowledge and Skill Statement

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 idea.

Sixth Grade, (9)

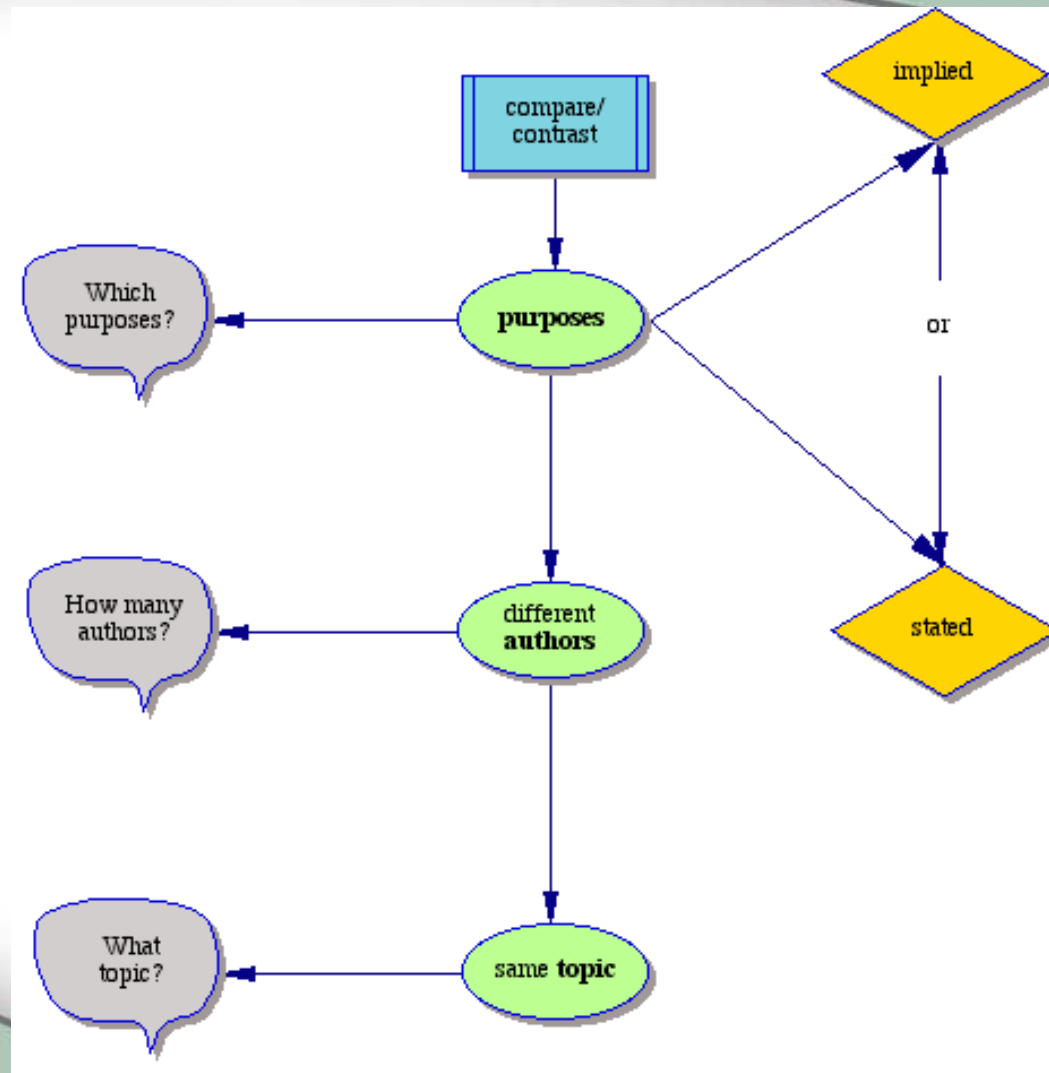
DECIPHERING FOR MEANING

Student Expectation

Students are expected to **compare and contrast** the **stated or implied purposes** of **different authors** writing on the **same topic**.

Sixth Grade, (9)

DECIPHERING FOR MEANING



DECIPHERING FOR MEANING

Purposes:

to interpret

to entertain

to discover

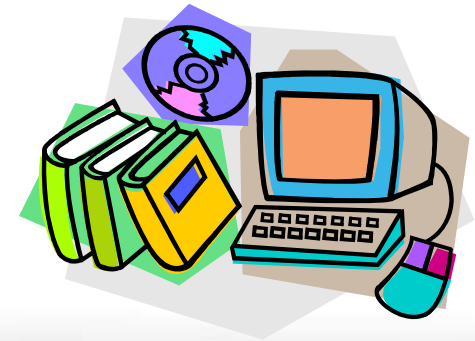
to solve problems

to take action

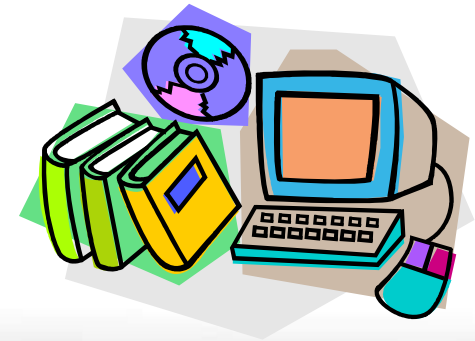
to discover models

Questions?

Cards at your table to submit
additional questions



Break





Spanish Language Arts and Reading TEKS-Proclamation 2010

Texas Education Agency
August 4, 2008

§128.11. Spanish Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010

- (a) Introduction.
- (1) The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English.

Introduction (con't)



- 2) “Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and progress rapidly in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language.”



Knowledge and Skills statements (7 of 28/29) that are different from ELA/R

Reading/Beginning Reading Skills/Phonological Awareness

- Example: Spanish - “isolate the initial syllabic sound in spoken words (e.g., /**pa**/ta, /la/ta, /ra/ta)” **2(G) - Grade Kindergarten**
- English - “isolate the initial sound in one-syllable spoken words” e.g., /**c**/ /at/ (**Kindergarten**)
- Explanation: The focus is on the syllable as an important unit for reading in Spanish.

Reading/Beginning Reading Skills/Phonics

- Example: Spanish: “decode words that have the same sounds represented by different letters with increased accuracy (e.g., “r” and “rr”, as in ratón and perro; “ll” and “y” as in llave and yate; “b” and “v” as in burro and vela);

3(I) – Grade 1

- Explanation: There are often pairs of letters that represent the same sound in Spanish. Initial consonant sounds are not the same in English (e.g. the letters b & v in English have different sounds)

Reading/Vocabulary Development

- Example: Spanish – “use a dictionary or glossary to determine meanings, spelling and syllabication of unknown words” **b(2)(E) – Grade 4**
- English - “use a dictionary or glossary to determine the meanings, syllabication, and **pronunciation** of unknown words” (**Grade 4**)
- Explanation: Pronunciation is not an issue in Spanish the way it is in English since all Spanish words are decodable. Each vowel has a unique sound unlike English vowels that may have multiple sounds for the same letter

Oral and Written Conventions/Conventions

- Example: Spanish includes “regular verbs (past, present, and future in the indicative mode)” **(20)(A)(i) – Grade 1**
- Explanation: In Spanish students must learn conjugation of verbs in many tenses. There are 5 modes and in the early grades, emphasis is placed on the indicative mode.

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation

- Example: use punctuation at the beginning (when appropriate) and at the end of a sentence.

17(C) Grade Kindergarten

- Explanation: Beginning punctuation is used for questions and exclamatory sentences in Spanish and not in English.

Oral and Written Conventions/Spelling

- Example: Spanish adds “use accents appropriately on words commonly used in questions and exclamations”.

18(I) Grade Kindergarten

- Explanation: Accents are an important component of writing conventions in Spanish and do not exist in English. (e.g., papa, papá)



Proclamation 2010

English as a Second Language, High School

English for Speakers of Other Languages I and II (ESOL I & II)

- ESOL I and ESOL II are divided into the following three components:
 - 1) Introduction
 - 2) Knowledge and Skills/Student Expectations
 - 3) Second Language Acquisition TEKS
(located at the end of the student expectations)

English for Speakers of Other Languages I

- The introduction reflects a few changes:
 - Some content was reorganized: e.g. (a)1 has been incorporated in (a)3
 - In a few instances additional language was added to provide clarification: e.g. (a)(1)(C) and (4)
 - The addition of advanced high as a fourth level of proficiency was incorporated in (a)(1)(D) to align proficiency level descriptors for both the instruction and evaluation

English for Speakers of Other Languages I and II (ESOL I & II)

- The Knowledge and Skills statements and the accompanying Student Expectations for 1-26 are identical to the English I and II TEKS

English for Speakers of Other Languages I and II (ESOL I & II)

Recommendations have been made to include Second Language Acquisition skills in the ESOL I and II TEKS

English for Speakers of Other Languages I and II (ESOL I & II)

- Recommended revisions for ESOL I & II include some differences in the second language acquisition expectations.

Some of the expectations were revised:

- e.g. learning strategies (b)(27)(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

English for Speakers of Other Languages I and II (ESOL I & II)

Other student expectations were added:

e.g. listening (b)(28)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

e.g. speaking (b)(29)(D) speak using grade level content area vocabulary in context to internalize new English words and build academic language proficiency;

English for Speakers of Other Languages I and II (ESOL I & II)

e.g. reading (b)(30)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

e.g. writing (b)(31)(C) spell familiar English words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;



Proclamation 2010

English Language

Proficiency Standards

English Language Proficiency Standards

- While the English as a second language (ESL) standards have always applied to the teaching of all content areas, the ESL TEKS were only located in 19 TAC Chapter 128 with Language Arts and Reading.

English Language Proficiency Standards

- During a Title III monitoring visit, the U.S. Department of Education indicated that there was insufficient evidence demonstrating that the ESL standards found in 19 TAC Chapter 128 were aligned to state academic content and achievement standards in mathematics, as required by Section 3113(b)(2) of NCLB. The adoption of the revised ELPS as part of 19 TAC Chapter 74, Curriculum Requirements, reinforces that these standards are aligned with and apply to all academic content areas.

English Language Proficiency Standards

http://www.tea.state.tx.us/rules/tac/chapter110/ch110-128a.pdf - Microsoft Internet Explorer provided by T...

File Edit Go To Favorites Help

Back Forward Stop Refresh Home Search Favorites

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KINDERGARTEN • KNOWLEDGE AND SKILLS

English Language Arts	Spanish Language Arts	English as a Second Language
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
(B) respond appropriately and courteously to directions and questions (K-3);	(B) respond appropriately and courteously to directions and questions (K-3);	(B) respond appropriately and courteously to directions and questions (K-3);
(C) participate in rhymes, songs, conversations, and discussions (K-3);	(C) participate in rhymes, songs, conversations, and discussions (K-3);	(C) participate in rhymes, songs, conversations, and discussions (K-3);
(D) listen critically to interpret and evaluate (K-3);	(D) listen critically to interpret and evaluate (K-3);	(D) listen critically to interpret and evaluate (K-3);
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary	(E) (ii) listen responsively to stories and other texts read aloud, including selections from classic and	(E) (i) listen responsively to stories and other texts read aloud, including selections from classic and

Done Unknown Zone

English Language Proficiency Standards

- **§74.4. English Language Proficiency Standards.**
- (a) Introduction.
- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

English Language Proficiency Standards

The Proficiency Level Descriptors that include the domains of listening, speaking, reading and writing as well as the levels of beginner, intermediate, advanced, and advanced-high are to be reviewed together with the introduction to provide the appropriate context for the English Language Proficiency Standards.

English Language Proficiency Standards- must be included in instructional materials to be considered conforming

- (2) Cross-curricular second language acquisition/listening. 9 student expectations
- (3) Cross-curricular second language acquisition/speaking. 10 student expectations
- (4) Cross-curricular second language acquisition/reading. 11 student expectations
- (5) Cross-curricular second language acquisition/writing. 7 student expectations

Resources



- A web portal providing information on the ELPS is in the process of being developed. It will include an overview of the ELPS as well as implementation of the ELPS within the content areas.



Questions?