

ELA/Reading Curriculum

K – 8 Update

TCTELA
January 31, 2014

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Agenda

- HB 5 and New Graduation Requirements
- Dyslexia
- Professional Development
- OnTRACK
- Texas SUCCESS – Istation Reading
- Texas Education on iTunes U




HB 5 and New Graduation Plans

House Bill 5

- ☐ Work to transition and implement the requirements of HB 5 is under way.
- ☐ The Commissioner **has adopted** a transition plan to implement the bill and replace the MHSP, RHSP, and DAP with the foundation program **beginning with the 2014-2015 school year.**
- ☐ The bill gives the SBOE decision-making authority on a number of issues and their work is almost complete.



House Bill 5

State Board of Education – Timeline

-  ☒ August 1 Work Session
-  ☒ September 17 Public Hearing
-  ☒ September 18 Discussion of HB 5 Rules

House Bill 5

State Board of Education – Timeline

-  ☒ November 19-22 First Reading and Filing Authorization
-  ☒ December Official Public Comment Period
- ☐ January 29-31 Second Reading and Final Adoption

Webcast of sessions available at
<http://www.texasadmin.com/tea.shtml>

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school resources



Teachers
teacher resources



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student assessment & ratings

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standards, college prep & programs

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Help



Student Art - **Insecurities**
Melodi A. Harrison, Cypress Ridge High School,
Cypress-Fairbanks ISD

Welcome to the Texas Education Agency

The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students. ([read more about the agency](#))

Agency News

January 21, 2014

[Cumulative end-of-course passing rate rises to 76 percent](#)

The Texas Education Agency announced today that approximately 309,000 students in the Class of 2015 have taken all or most of the end-of-course (EOC) assessments required for graduation. Of that number, approximately 76 percent of students - who are currently in their junior year of high school - have already passed the assessments they have taken and are on track to graduate under requirements set by the Texas Legislature in House Bill 5.

January 15, 2014

[Opportunity available to provide input about TEA website](#)

The Texas Education Agency is in the process of redesigning its primary website. Please help us improve this important resource by taking a short survey.

Search

[Advanced Search](#)

Educator Login

(Internet Explorer required)

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TEASE & TEAL
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How Do I...

Become a teacher?

Become my organization's TEAL approver for certification issues?

Contact my ESC for TEAL/ECOS help?

Enroll my child in school?

Find the 2013 state accountability ratings?

Find AEIS/TAPR Reports

Find approved educator preparation programs?

Find curriculum standards (TEKS)?

Find district-level STAAR results?

Find graduation requirements?

Find information about HB 5 graduation requirements?

Find information about STAAR?

Administrators

school resources



Teachers

teacher resources



Funding

school finance & grants

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student assessment & ratings

Curriculum

standards, college prep & programs

Reports

data, statistics & research

News & Events

communications & calendars

ARRA/Ed Jobs

stimulus, stabilization, & ed jobs

Alternative Schooling

About TEA

Assistance - TEAL/ECOS

Commissioner

House Bill 5

This site will provide you with information regarding House Bill 5, 83rd Texas Legislature, Regular Session, 2013.

**New rules coming soon.
Watch for updates!**

[Graduation Requirements](#)

The State Board of Education (SBOE) is expected to make decisions regarding the new graduation requirements that will be implemented beginning with the **2014-2015 school year** on the following timeline:

September 17 Public Hearing

September 18 Discussion of HB 5 Rules

November First Reading and Filing Authorization

December Official Public Comment Period

January Second Reading and Final Adoption

[General Overview Slides of HB 5 with SBOE Decision Points \(PDF, 402KB\)](#)

Search

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(Internet Explorer required)

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Texas Education Agency - Administrative Rules

The rules adopted by the State Board of Education (SBOE) and the Commissioner of Education are part of a larger body of state agency rules known as the Texas Administrative Code (TAC). These rules are collected and published by the Office of the Secretary of State. SBOE and commissioner's rules are codified under Title 19, Part II, of the TAC. Title 19 is Education, and Part II is the Texas Education Agency. The SBOE and the Commissioner of Education may adopt new rules or amendments to existing rules.

[Texas Administrative Code - Currently in Effect](#) (last updated 12-31-13) (Chapter 33; Chapter 89, Subchapter AA; Chapter 129, Subchapter AA)

[Updates to the Texas Administrative Code](#) (last updated 01-08-14)

NOTE: The Texas Education Agency makes every effort to ensure that the information published on this Internet site is secure; however, due to the limitations of Internet security, the rules published here are for information only, and do not represent legal documentation.

[Procedures to Petition for Adoption of State Board of Education or Commissioner of Education Rule Changes](#)

State Board of Education Rules

- [Proposed SBOE Rules](#) (last updated 12-19-13)
- [Adopted SBOE Rules - Not Yet Effective](#) (last updated 12-31-13)
- [Withdrawn SBOE Rules](#) (last updated 12-04-13)

Commissioner of Education Rules

- [Proposed Commissioner Rules](#) (last updated 01-29-14)
- [Adopted Commissioner Rules - Not Yet Effective](#) (last updated 12-31-13)
- [Procedures Concerning Commissioner Rules](#)
- [Summary of Commissioner Rule Actions](#) (last updated 01-08-14)

Rule Review Plans

- [State Board of Education Rule Review Plan](#) (last updated 01-10-14)
- [Commissioner Rule Review Plan](#) (last updated 01-14-14)

Join the [Rules Mailing List](#) and get the latest information first!

<http://www.tea.state.tx.us/index4.aspx?id=2296>

For additional information, email rules@tea.state.tx.us.

Page last modified on 1/29/2014 03:05:23 PM.

HB 5 – Foundation High School Program

English Language Arts

Four credits

- English I
- English II
- English III
- Advanced English Course (TBD by SBOE)

Mathematics

Three credits

- Algebra I
- Geometry
- Advanced Mathematics Course (TBD by SBOE)

Science

Three credits

- Biology
- IPC or Advanced Science Course (TBD by SBOE)
- Advanced Science Course (TBD by SBOE)

Social Studies

Three credits

- U.S. History
- U.S. Government (one-half credit)
- Economics (one-half credit)
- World Geography or World History or
Combined World History/World Geography

HB 5 – Foundation High School Program

Physical Education

One credit

Languages Other Than English

- Two credits in the same language
- Computer programming language (other exceptions)

Fine Arts

One credit

Electives

Five credits

HB 5 – Endorsements

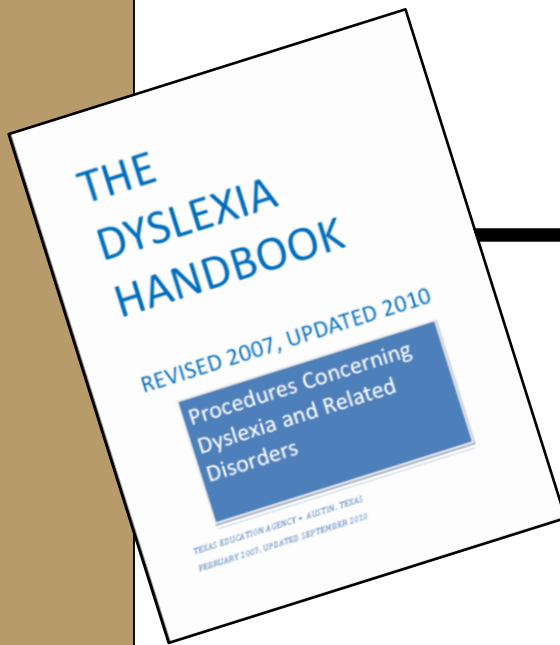
- STEM
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies

Dyslexia

House Bill 1264

- Amends TEC § 42.006
- Requires that districts and charter schools report the number of students identified as having dyslexia
- Begins in 2013 – 2014 school year through PEIMS

Dyslexia



The Dyslexia Handbook – Revision

- Advisory Committee work sessions held 9/4/13, 11/14/13, 12/11/13
- Final draft expected spring 2014 and posted for public feedback and comment
- SBOE approval anticipated July 2014

<http://www.region10.org/dyslexia/links/dyslexia-handbook-english/>

Dyslexia

TECHNOLOGY INTEGRATION FOR STUDENTS WITH DYSLEXIA

BACKGROUND

Texas Education Code §38.0031, added by Senate Bill 866 (82nd Texas Legislature) states the following:

- (a) The agency shall establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia. The plan must:
 - (1) Determine the classroom technologies that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts; and
 - (2) Develop a strategy for providing those effective technologies to students.
- (b) The agency shall provide the plan and information about the availability and benefits of the technologies identified under Subsection (a) (1) to school districts.
- (c) A member of the committee established under Subsection (a) is not entitled to reimbursement for travel expenses incurred by the member under this section unless agency funds are available for that purpose.

The Committee on Technology Integration for Students with Dyslexia was charged with developing a plan for integrating technology into the classroom to help accommodate students with dyslexia. The organizational structure of this plan is as follows:

1. **Section One:** An **overview of the benefits** of integrating technology into the classroom to help accommodate students with dyslexia, including research to support the plan
2. **Section Two:** A **list with descriptions of classroom technologies** that are useful and practical in assisting public schools in accommodating students with dyslexia, considering budget constraints of school districts
3. **Section Three:** A **methodology for providing the technologies** to students with dyslexia

"Clearly, technology is one of many powerful tools in our educational tool-kit."

<http://www.region10.org/dyslexia/techplan>

Professional Development and OnTRACK

ELA/R TEKS Courses Available through Project Share

- ELA/R TEKS: Foundations
<http://www.epsilen.com/crs/12158513>
- ELA/R TEKS: Grades K-2
<http://www.epsilen.com/crs/13203878>
- ELA/R TEKS: Grades 3-5
<http://www.epsilen.com/crs/13202840>
- ELA/R TEKS: Grades 6-8
<http://www.epsilen.com/crs/13202841>
- ELA/R TEKS: Grades 9-12
<http://www.epsilen.com/crs/13202843>

Click and join course at link provided or contact your ESC.

Adolescent Literacy Courses Available through Project Share

- TALA Tier I Online Texas Adolescent Literacy Academy
<http://www.epsilen.com/crs/12162432>
- TALA Tiers II/III Online Adolescent Literacy Academy
<http://www.epsilen.com/crs/12157125>
 - *Includes downloadable Texas Middle Fluency Assessment (TMSFA) materials*
 - *Includes training on how to administer and interpret results of the TMSFA*
- Administrator Overview: Texas Adolescent Literacy Academies
<http://www.epsilen.com/crs/1132904>
- Building Blocks for Teaching Adolescents with Reading Difficulties
<http://www.epsilen.com/crs/1126465>


Click and join course at link provided or contact your ESC.

OnTRACK Lessons for English Available through Project Share


Introduction [Edit Section](#)

What is syntax? Think of it as the way an author chooses to join words into phrases, clauses, and sentences. **Syntax** is similar to **diction**; the difference is that syntax deals with how a writer organizes and structures groups of words, while diction refers to the individual word choices a writer makes. Looking closely at how writers use of syntax and **figurative language** will show you how they make their work more engaging.

As you read increasingly difficult texts, it's important for you to be able to recognize what a writer's intentions are and what impact the writing is supposed to have on you as a reader. The more you understand about the intent of piece of writing, the more fun and easy your reading will become and the more your own writing will improve too!



Source: Robert W. Camp, Perry Street, Wikimedia



Source: Emerson, Robert, Wiki & P. 2000, London, Wikimedia

To put this into perspective, let's take a look at an excerpt from a speech titled "The American Scholar" by poet Ralph Waldo Emerson in 1837 at Cambridge University in England.

Is not, indeed, every man a student, and do not all things exist for the student? Finally, is not the true scholar the only true master? But the old oracle said, "all hands: beware of the wrong one." In life, too often, the scholar errs with me

Context Clues [onTRACK English III - Context Clues](#)

- From this passage, you can infer that a **grievance** is
 - ☐ a. something one takes lightly.
 - ☐ b. something one takes seriously.
- When you **denounce** something you
 - ☐ a. cheer for it.
 - ☐ b. condemn it.
- An **ennobling** act
 - ☐ a. raises someone's status.
 - ☐ b. lowers someone's status.
- If someone said that you were **licentious**, you would be
 - ☐ a. insulted.
 - ☐ b. complimented.
- A **paragon** is the
 - ☐ a. best example of something.
 - ☐ b. worst example of something.

OnTRACK

Lesson Title: Narrator's Point of View [Edit Lesson](#)

English I, Reading Strand, Module 2, Lesson 12

Summary: You will be able to recognize how the narrator's point of view shapes a short story.


Lesson Sections (Click below section to view details)

- [Introduction](#)
- [First-Person Point of View](#)
- [Third-Person Limited Point of View](#)
- [Third-Person Objective and Third-Person Omniscient](#)
- [Your Turn](#)
- [Resources](#)

[New](#) [Edit Section](#)

Introduction [Edit Section](#)

You look at things, or your perspective. Sometimes it means what you can see. Sometimes your point of view is how you see the world based on your experiences. In literature, point of view is an **element of fiction** that refers to the narrator's perspective on the story.



Source: Accident Story, detakillie, Flickr

own the sidewalk, and you witness a car running a red light and hitting another car. You ask question all of the people who witnessed the accident, several stories about driving erratically before the accident. Another person thinks the other car had

OnTRACK Lessons for English

- Lessons include
 - explanations of concepts,
 - checks for understanding,
 - links to additional resources and extension activities, and
 - formative assessments.
- Lessons can be used for
 - whole and small group instruction,
 - intervention and acceleration,
 - extension, and
 - additional practice.

OnTRACK Lessons for English

- Updated grade 8 and English I, II, & III lessons were shared with districts in January 2014.
- We now have approximately 300 lessons available.
- Grade 7 lessons will be available in fall 2014.

OnTRACK - English 8th Grade

Home - Course

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Syllabus ?



Welcome to (v1.1) OnTRACK English 8th Grade

This course consists of 36 lessons which you can access through **Lessons** on the left hand navigation menu. The table below provides descriptions of the strands, modules, and lessons that are currently available along with the corresponding [Texas Essential Knowledge and Skills \(TEKS\)](#) established in the [Texas Administrative Code](#).

Graphic Organizers

Some lessons contain graphic organizers, which may include sample responses. You can use them as follows: (1) open and type into the graphic organizers on-screen and then save them to your hard drive or USB drive or (2) print them out and fill them in with a pen or pencil.

Several functions might not be available using [browser pdf display](#). For best results, open graphic organizers using [Adobe Acrobat Reader](#).



You can download a copy of this Syllabus in the "Resources" tab located on the left hand navigation.

We recommend that you use [Firefox](#) to view these lessons, and that you [update your browser plugins](#) before getting started. For assistance with OnTRACK call 855-683-6727.

[Report errors or leave feedback](#)

Reading	1 <i>Reading/Vocabulary Development</i>	1	Understand New Vocabulary Within Context	*2(B)
		2	Understand New Vocabulary Using Roots and Affixes	*2(A)
		Back to Top		

Strand	Module	Lesson	Lesson Title	SE
Reading	2 <i>Reading/Comprehension of Literary Texts</i>	1	Compare/Contrast Themes and Genres in Literary Texts	3(A) (B) (C)
		2	Analyze Linear Plot Developments in Literary Texts/Fiction	*6(A)
		3	Analyze the Central Characters in Literary Text/Fiction	*6(B)
		4	Analyze Point of View in Literary Texts/Fiction	6(C)
		5	Poetic Forms	4
		6	Understanding Poetry	Fig 19(D)

Lesson Title: Analyze Point of View in Literary Texts/Fiction

English 8: Reading Strand, Module 2, Lesson 4

Summary: English 8, Reading Strand, Module 2, Lesson 4: You will learn how to identify and understand an author's choice of point of view, including limited versus omniscient, subjective versus objective.

Lesson Sections (Click below section to view details)

[Introduction](#)

[First-person Point of View](#)

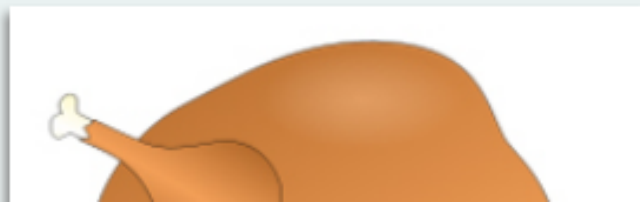
[Third-person Omniscient and Objective](#)

[Third-person Limited](#)

[Resources](#)

Introduction

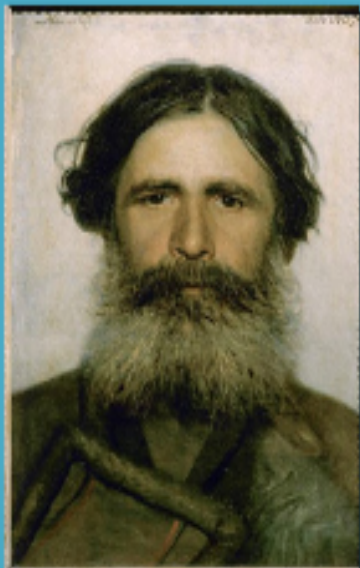
In this lesson, you will learn to identify the primary points of view used in fiction and weigh the advantages and disadvantages of each. Begin by reading the poem below.



Point of View

By Shel Silverstein

Alice Munro, "Boys and Girls"



Source: Kramnikol Farmer, Ivan Kramnikol, Wikimedia

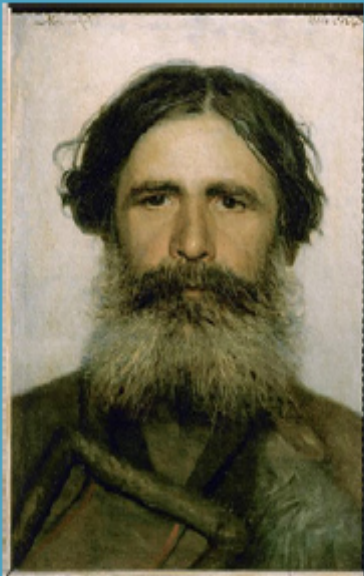
Besides carrying water I helped my father when he cut the long grass, and the lamb's quarter and flowering money-musk, that grew between the pens. He cut with the scythe and I raked into piles. Then he took a pitchfork and threw fresh-cut grass all over the top of the pens to keep the foxes cooler and shade their coats, which were browned by too much sun. My father did not talk to me unless it was about the job we were doing. In this he was quite different from my mother, who, if she was feeling cheerful, would tell me all sorts of things – the name of a dog she had had when she was a little girl, the names of boys she had gone out with later on when she was grown up, and what certain dresses of hers had looked like – she could not imagine now what had become of them. Whatever thoughts and stories my father had were private, and I was shy of him and would never ask him questions.

Students mouse over the “Sample Response” button to see possible correct responses.

first-person from a daughter's perspective. This character sketch is told in

Sample Response

Alice Munro, "Boys and Girls"



Source: :Kramskoi Farmer, Ivan Kramskoi., Wikimedia

Besides carrying water I helped my father when he cut the long grass, and the lamb's quarter and flowering money-musk, that grew between the pens. He cut with the scythe and I raked into piles. Then he took a pitchfork and threw fresh-cut grass all over the top of the pens to keep the foxes cooler and shade their coats, which were browned by too much sun. My father did not talk to me unless it was about the job we were doing. In this he was quite different from my mother, who, if she was feeling cheerful, would tell me all sorts of things – the name of a dog she had had when she was a little girl, the names of boys she had gone out with later on when she was grown up, and what certain dresses of hers had looked like – she could not imagine now what had become of them. Whatever thoughts and stories my father had were private, and I was shy of him and would never ask him questions.

First-person POV: The pronoun "I" is used in the first sentence. This character sketch is told in first-person from a daughter's perspective.

Nothing in the excerpt definitively points to a daughter as narrator. Child, yes; daughter, maybe; son, maybe. One who has read the entire story knows that the narrator is a girl.

Sample Response

Introduction

How to Make a Hamburger

We Americans love our hamburgers! One great thing about hamburgers is that they blend different delicious flavors—bun, meat, sauces, and toppings—into one great sandwich made just the way you like it.

Writing a good expository text is similar to making the perfect hamburger: you layer the ingredients to make a cohesive essay that is satisfying for a reader. When you share with the purpose of explaining something, you want to explain the steps you write is called a procedural

expository text

A type of informational text that clarifies or explains something

This expository essay will focus on explaining or clarifying procedures for doing something.



Source: Hamburger sandwich, Duffman, Wikimedia

OnTRACK Lessons for English

Teachers can join statewide courses.

- OnTRACK Lessons for Grade 8

<http://www.epsilen.com/crs/14283958>

- OnTRACK Lessons for English I

<http://www.epsilen.com/crs/13195624>

- OnTRACK Lessons for English II

<http://www.epsilen.com/crs/13195625>

- OnTRACK Lessons for English III

<http://www.epsilen.com/crs/13198487>

OnTRACK Lessons for English

Districts can import for local use.

- Contact your ESC.
- Contact ontrack@ipsi.utexas.edu.

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[BACK TO RESOURCE INDEX](#)

RESOURCE ID: TEA003

TEA Update on STAAR™ Grades 4 & 7 Writing

By: TEA

Series (7)

1. STAAR New Test Page Design: Prompt & Answer

2. Behind the STAAR Writing Design

3. STAAR Writing Performance: The Rubric

4. STAAR Observations: Expository Writing (Part 1)

5. STAAR Observations: Expository Writing (Part 2)

6. STAAR Observations: Expository Writing (Part 3)

7. STAAR Observations: Personal Narrative

1. STAAR New Test Page Design: Prompt & Answer

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- **Project Share Support** projectsharesupport@ipsi.utexas.edu

[ESC Contacts](#)

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- **Science PD Support** sciencetx@esc4.net
- **ELAR PD Support** readandwritetx@texasreading.org
- **ELPS PD Support** elpstx@esc20.info
- **Social Studies/Tech Apps/CTE PD Support** projectshare@tea.state.tx.us

[ESC Contacts](#)

Student Courses

- **OnTRACK Support** ontrack@ipsi.utexas.edu

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Statewide Applications

- **ESTAR/MSTAR Support** mathtx@esc13.net
- **TxAIR Support** txair@esc4.net

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Texas SUCCESS – Istation Reading



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- Clarissa Plair

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Something pretty cool is waiting for you!

Look for the new Writing button on the Istation Main Menu for Writing Rules!

Now, with access in school as well as at home, students can learn the six traits of effective writing.



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Writing

 Paragraph Building

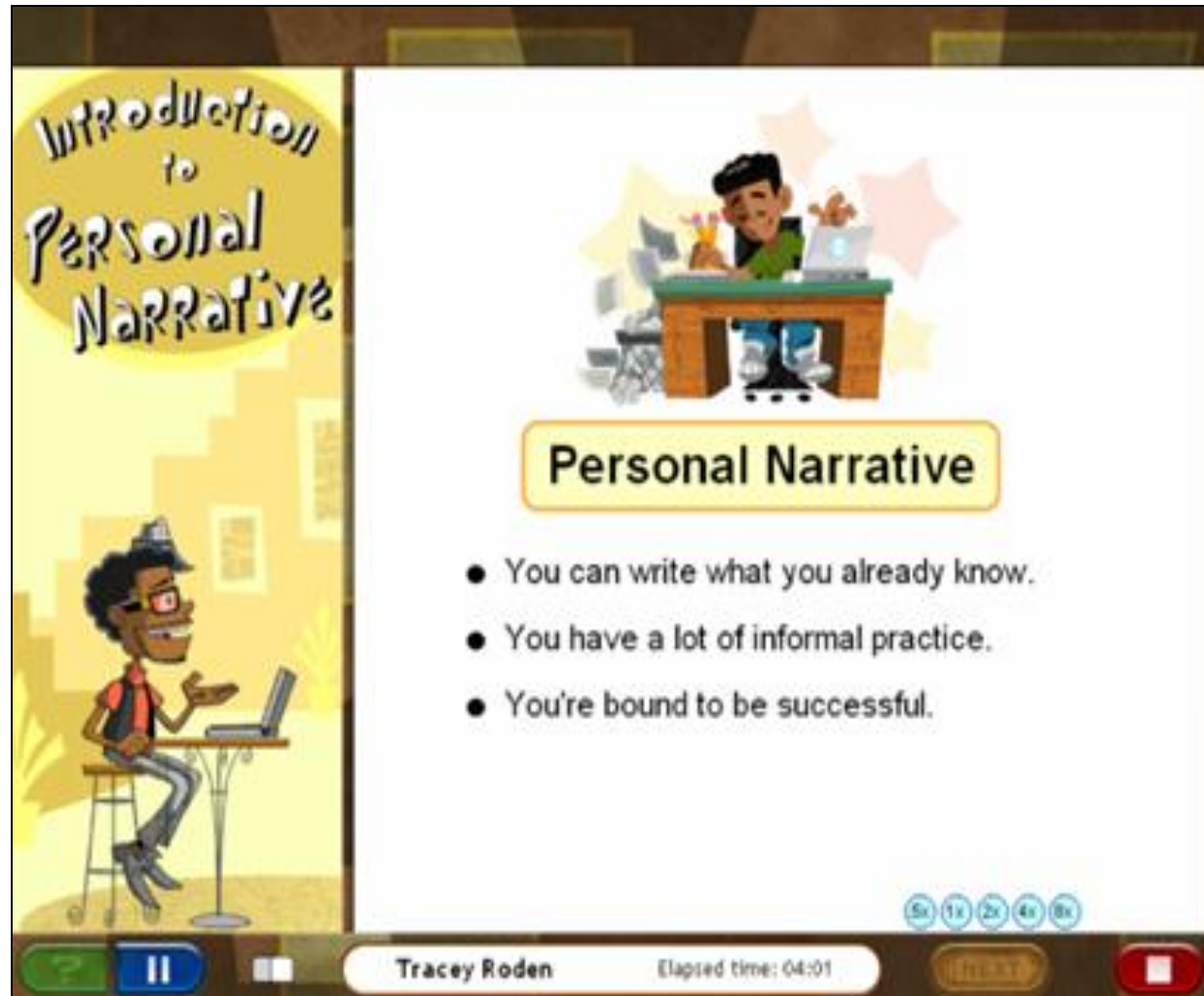
 Essay Writing

 Main Menu

Students can choose between Paragraph Building or Essay Writing.

Texas SUCCESS – Istation Reading

**Essay Writing
provides students
practice with
personal narrative.**



The screenshot displays the Istation Reading interface. On the left, a vertical banner features the text "Introduction to Personal Narrative" in a stylized font, with a cartoon illustration of a man sitting at a desk and using a laptop. The main content area on the right is titled "Personal Narrative" in a yellow box. Below the title, there is a list of three bullet points:

- You can write what you already know.
- You have a lot of informal practice.
- You're bound to be successful.

At the bottom of the interface, there is a navigation bar with various icons and a status bar. The status bar includes the name "Tracey Roden", the elapsed time "Elapsed time: 04:01", and a red stop button.

Texas SUCCESS – Istation Reading



Students practice using the writing process as they write personal narrative essays.

Texas Education On iTunes U



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Find Resources

Find Resources by searching within Standards below.

Standards Search

- Select subject -



- Select grade/course -



FIND STANDARDS

KEYWORD SEARCH



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7 OF 7

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On iTunes U Educated in Texas. Connected to the world.



RESOURCE TITLE:
Texas Education on...
ID: ITUNES01

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WHERE WOULD YOU LIKE TO GO? [Click here to begin](#)



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TEA's Project Share Earns National Recognition
(September 13, 2013)

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Project Share Update
(September 4, 2013)

+ [VIEW ARTICLE](#)

ESTAR/MSTAR and TxAIR Updates
(August 22, 2013)
By: TEA



Recent Tweets

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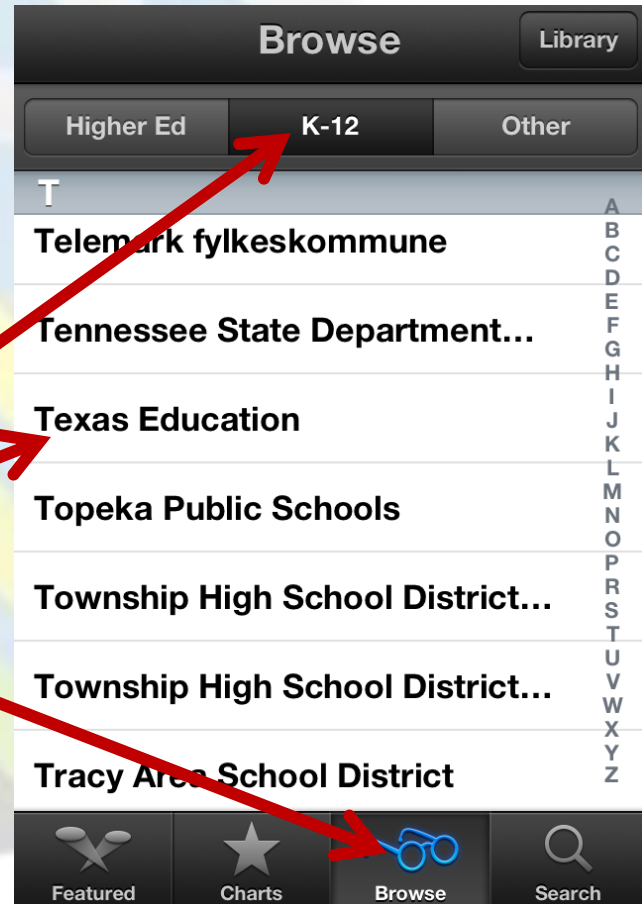
There's still time to administer the ESTAR/MSTAR Universal Screener to your students! The fall window has be...

September 30, 2013 @ 11:04 AM

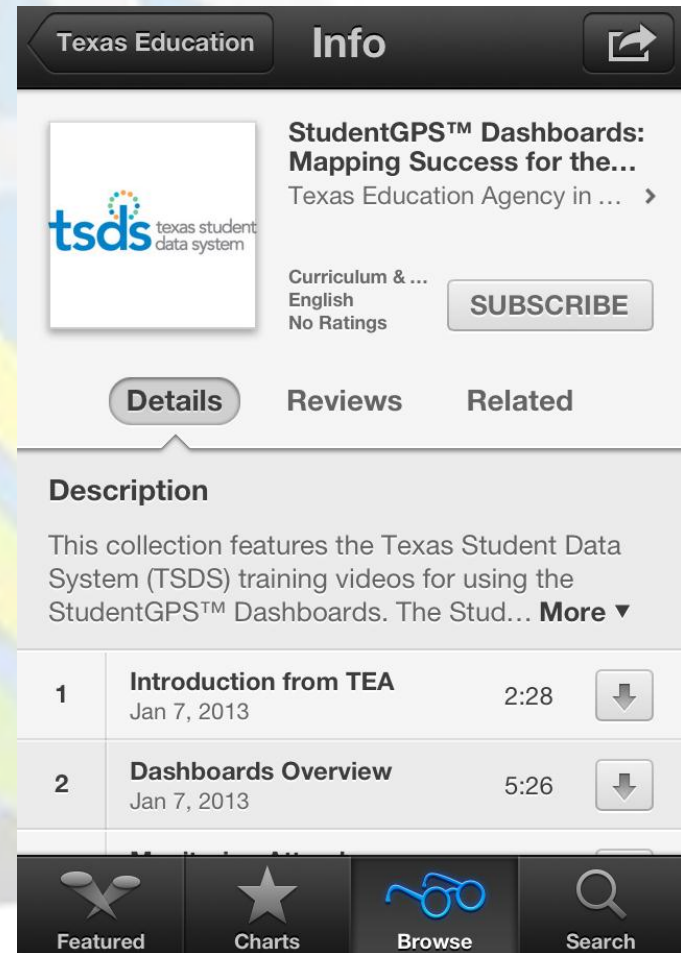
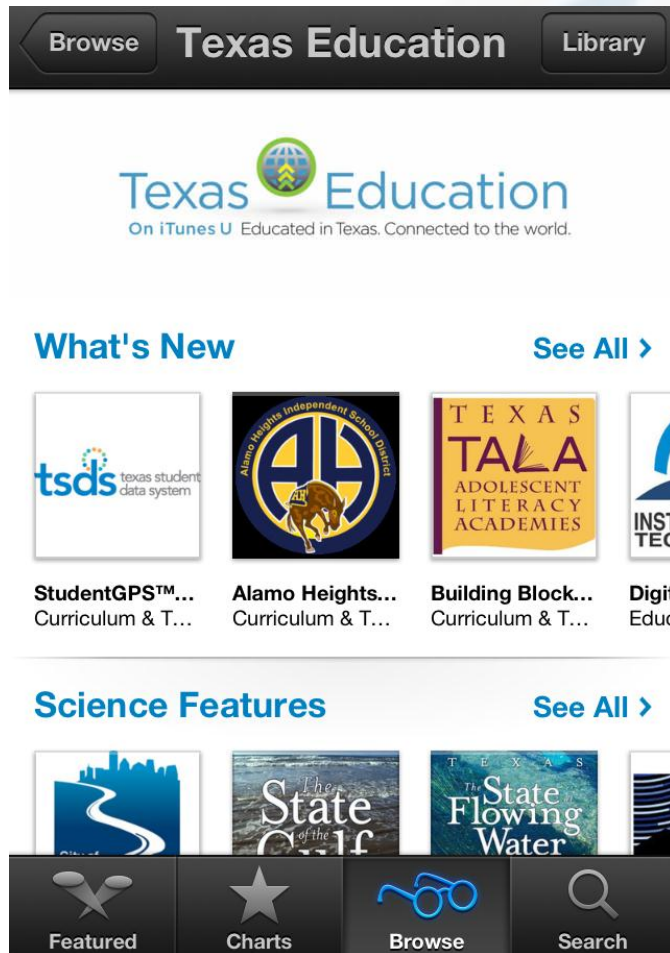
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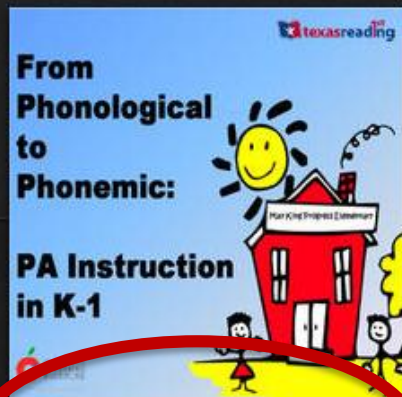
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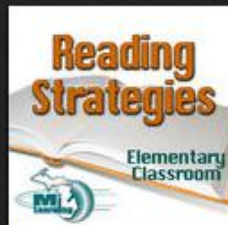
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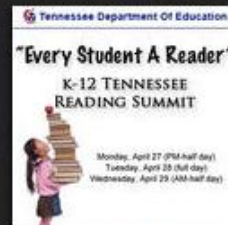
This session explores the research behind phonemic awareness instruction and includes practical strategies that can be used to teach this skill. You can download a copy of the English/Spanish resources: PA...All Day! and Fonología todo el día on the links provided to the right. The session

▲	Name		Time	Released	Description
1	Phonemic Awareness Video: Part 1		23 min	Feb 3, 2011	
2	Phonemic Awareness Video: Part 2		23 min	Feb 3, 2011	
3	Phonemic Awareness Video: Part 3		22 min	Feb 3, 2011	
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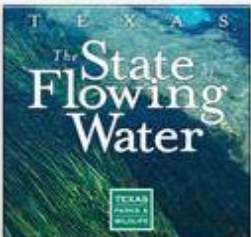
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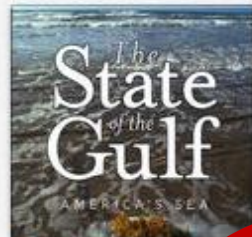
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Contact Information

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Curriculum Division

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