

TEA Elementary ELA/Reading Curriculum Update

*TCTELA Annual Conference
January 2012 – San Antonio, Texas*

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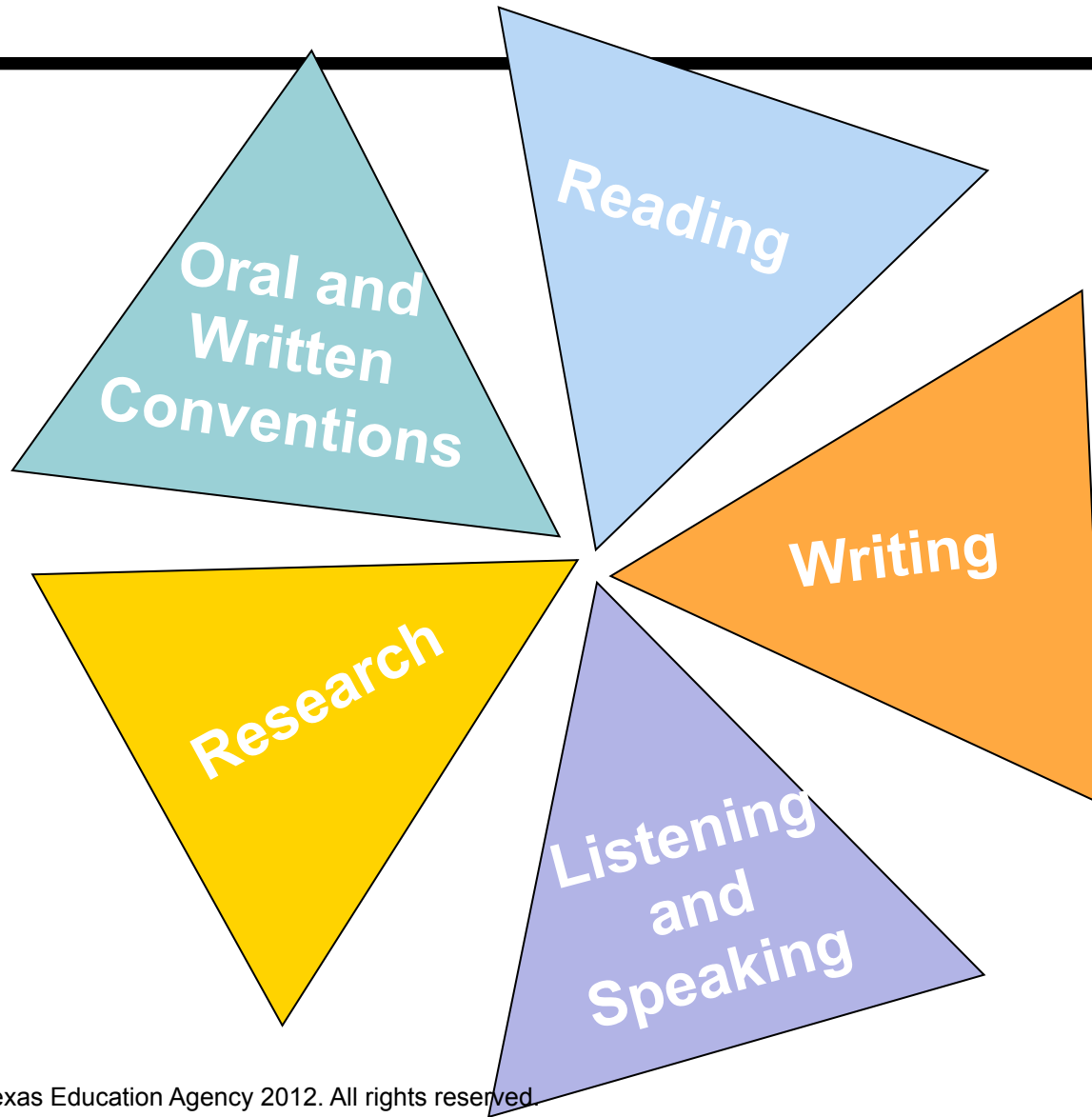
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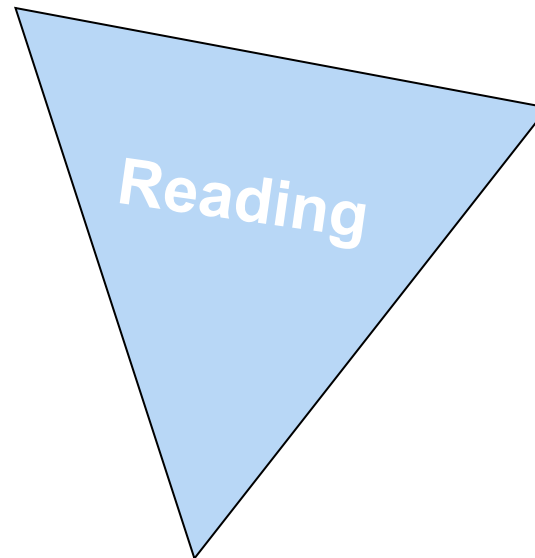
ELA/Reading Texas Essential Knowledge and Skills (TEKS)

ELA/Reading TEKS

- Implementation in fall 2009
- Electronic copies available at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- Figure 19 charts available on the ELA/Reading webpage at <http://www.tea.state.tx.us/index2.aspx?id=4434>
- Vertical alignment charts and other resources available at <http://www.englishspanishteks.net/>

ELA/Reading TEKS





Non-genre-specific Reading Standards

Subsection	Grade Eligible for Testing
Beginning Reading/Strategies	Third Grade
Fluency	Not Eligible
Vocabulary	Third Grade through EOC III
Theme and Genre	Third Grade through EOC III
Sensory Language	Third Grade through EOC III
Independent Reading	Not Eligible
Culture and History	Third Grade through EOC III
Media Literacy	Third Grade through EOC III

Genre-based Reading Standards Eligible for Assessment

Literary	Informational
Poetry	Expository
<i>Third Grade – EOC III</i>	<i>Third Grade – EOC III</i>
Drama	Procedural
<i>Fourth Grade – EOC III</i>	<i>Third Grade – EOC III</i>
Fiction	Persuasive
<i>Third Grade – EOC III</i>	<i>Fifth Grade – EOC III</i>
Literary Nonfiction	
<i>Third Grade – EOC III</i>	

Reading/Comprehension Skills - Elementary

- *A critical component of the ELA/Reading standards*
- Available in English and Spanish

<http://www.tea.state.tx.us/index2.aspx?id=4434>

Reading/Comprehension Skills - Elementary

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A - C. Elementary – High School
Reading/Comprehension Skills §110.10, §110.17, and §110.30

This chart provides the Reading/Comprehension Skills for Grades K – 12, a critical component of the ELA and Reading standards. Official rule text may be found at <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>.

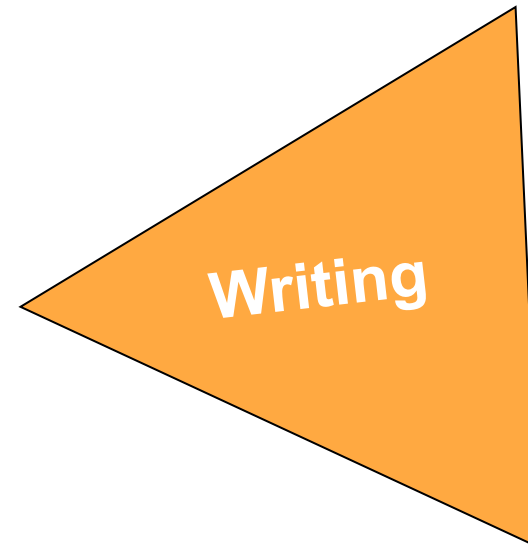
Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
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:	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:	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:	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:	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:	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:
(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);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

Reading/Comprehension Skills - Elementary

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
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(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, and re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, and re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community, and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas, and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts of various genres, and provide textual evidence.



Writing/Literary Text:

- Story (imaginative/engaging)
- Poem
- Personal Experience (grades 3-8)
- Script (drama – Eng I-IV)

Writing/Expository and Procedural Text:

- Expository
- Procedural
- Persuasive

Reading and Writing

Reading	Writing
Comprehension of Literary Text:	Writing/Literary Text:
Theme and Genre	
Poetry	Poem
Drama	Script (English I-IV)
Fiction	Story (imaginative/engaging)
Literary Nonfiction	Personal Experience (3-8)
Sensory Language	

Reading and Writing

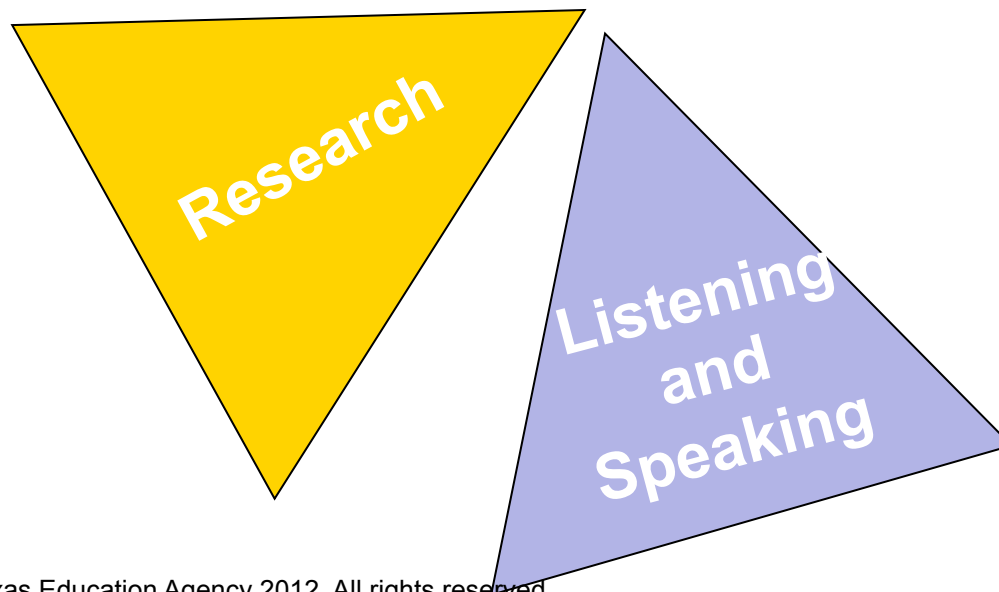
Reading	Writing
Comprehension of Informational Text	Writing/Expository and Procedural Text
Expository	Expository
Procedural	Procedural
Persuasive	Persuasive



**Oral and
Written
Conventions**

Oral and Written Conventions

Subsection	Grade Eligible for Testing
Conventions	4, 7, EOC Eng. I, II, and III
Handwriting, Capitalization, and Punctuation	Not Eligible 4, 7, EOC Eng. I, II, and III 4, 7, EOC Eng. I, II, and III
Spelling	4, 7, EOC Eng. I, II, and III



**Teaching
All
Standards**

=

**Student
Success**

Support Site for ELA/ Reading

*Support Site for Standards for Ensuring Student Success
From Kindergarten to College and Career—English and
Spanish Language Arts and Reading*



www.englishspanishteks.net

Standards

ELAR/SLAR TEKS

ELPS

CCRS

The materials available on this Web site were originally disseminated during the spring and summer of 2009 during professional development sessions across the state of Texas.



[English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills \(ELAR and SLAR TEKS\)](#)



[English Language Proficiency Standards \(ELPS\)](#)



[College and Career Readiness Standards \(CCRS\)](#)



[Reading Resource Websites List](#)

State of Texas Assessments of Academic Readiness (STAAR)

- ☐ Spring 2012 – 1st Administration
- ☐ Students in grade 3 – English III End-of-course
- ☐ Graduation requirement beginning with students first enrolled in 9th grade in 2011-2012

- ☐ Visit the Student Assessment webpage to find specific resources, blueprints, assessed curriculum, sample items, and more.

- ☐ Visit the Student Assessment webpage to find general resources including accommodation information, time limits, Q & A document, etc.

<http://www.tea.state.tx.us/student.assessment/staar/>

Contact information for Student Assessment

(512) 463-9536

student.assessment@tea.state.tx.us

Higher Expectations

- More Rigorous Accountability Standards

<http://ritter.tea.state.tx.us/perfreport/account/2011/manual/table8.pdf>

- College and Career Readiness Standards

<http://www.thecb.state.tx.us/index.cfm?objectid=E5BD0010-0283-9964-C73B36395837970A>

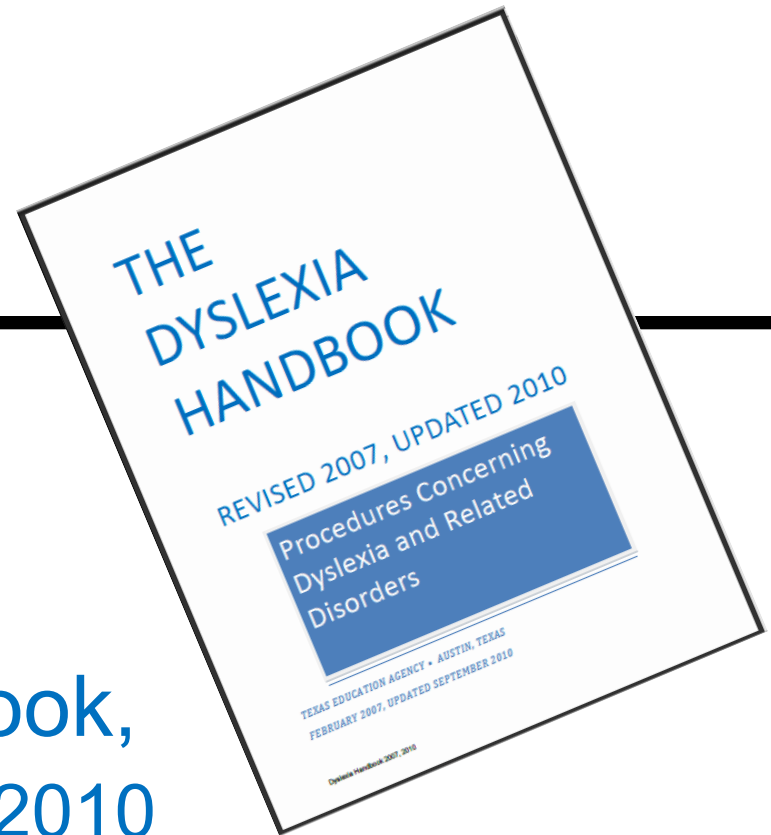
- STAAR

<http://www.tea.state.tx.us/student.assessment/staar/>

- Graduation Requirements

<http://www.tea.state.tx.us/graduation.aspx>

Dyslexia



The Dyslexia Handbook, Revised 2007, Updated 2010 Available in English and Spanish

<http://www.tea.state.tx.us/index2.aspx?id=4434>

Dyslexia and Related Disorders

- **TEC Chapter 38.003** Screening and Treatment for Dyslexia and Related Disorders

[http://www.statutes.legis.state.tx.us/
Docs/ED/htm/ED.38.htm#38.003](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003)

- **19 TAC §74.28** Students with Dyslexia and Related Disorders

[http://ritter.tea.state.tx.us/rules/tac/
chapter074/ch074c.html#74.28](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074c.html#74.28)

Dyslexia Accommodations STAAR

- ☐ Available to students grades 3 - high school who meet the eligibility requirements
 - Oral reading of item stems/answer options only
 - Extended testing time

- ☐ Available to students testing in English or Spanish

- ☐ May be used at any of the test administration opportunities

Professional Development

Ongoing and coming soon:

- English I, II, III End-of-Course Success
- Texas Adolescent Literacy Academies
- Texas Essential Knowledge and Skills (TEKS) Elective Courses
- ELA/R TEKS K-12 Overview
- Literary Nonfiction and Analytical Writing

Available in face-to-face trainings through regional education service centers (ESCs) and soon online through Project Share

Professional Development – NEW! K- 4 Science Academy

- A new course is being developed for elementary science teachers.
- The focus will be Reporting Category 2: Force, Motion, and Energy.

The student will demonstrate an understanding of force, motion, and energy and their relationships.

Estimated Launch: May 2012

Announcements and Other Agency Resources

- Live Chat :

<http://www.tea.state.tx.us/sbecchat.aspx>

- Toll-free number: (888) 863-5880

Introducing a global online learning community where educators collaborate, share resources, and showcase accomplishments:

<http://www.projectsharetx.org/index.html>



Knowledge knows no boundaries

Username

Password

Login

[Forgot Username or Password?](#)

ABOUT EDUCATORS STUDENTS

EDUCATED IN TEXAS. CONNECTED TO THE WORLD.

- Complete online professional development courses
- Collaborate and share resources with other teachers
- Access digital content
 - Online repositories
 - State-owned instructional materials

Collaboration

Training

Content Repository

Activities

Help & FAQ

Disable Menu Tips

Welcome to the New York Times Knowledge Network Content Repository portal. Click the link below to search for and review content from multiple providers and select artifacts to display to students.

Content selected for display and saved will populate a template that can be accessed at any time. Templates can be reached on the Repository page by clicking the My Templates link. [Open the Content Repository](#)

Step 1

Enter search keyword(s).

Step 2

Peruse the artifacts. One click adds desired items to your Template Tray.

Step 3

Save the Template for course use.

To view existing templates, enter the Content Repository and click the 'My Templates' link. [Open the Content Repository](#)

The New York Times
**Knowledge Network
Repository**

project
ShareTM

TEXAS
PBS
STATIONS

flatworld
KNOWLEDGE

CSIS | CENTER FOR STRATEGIC &
INTERNATIONAL STUDIES

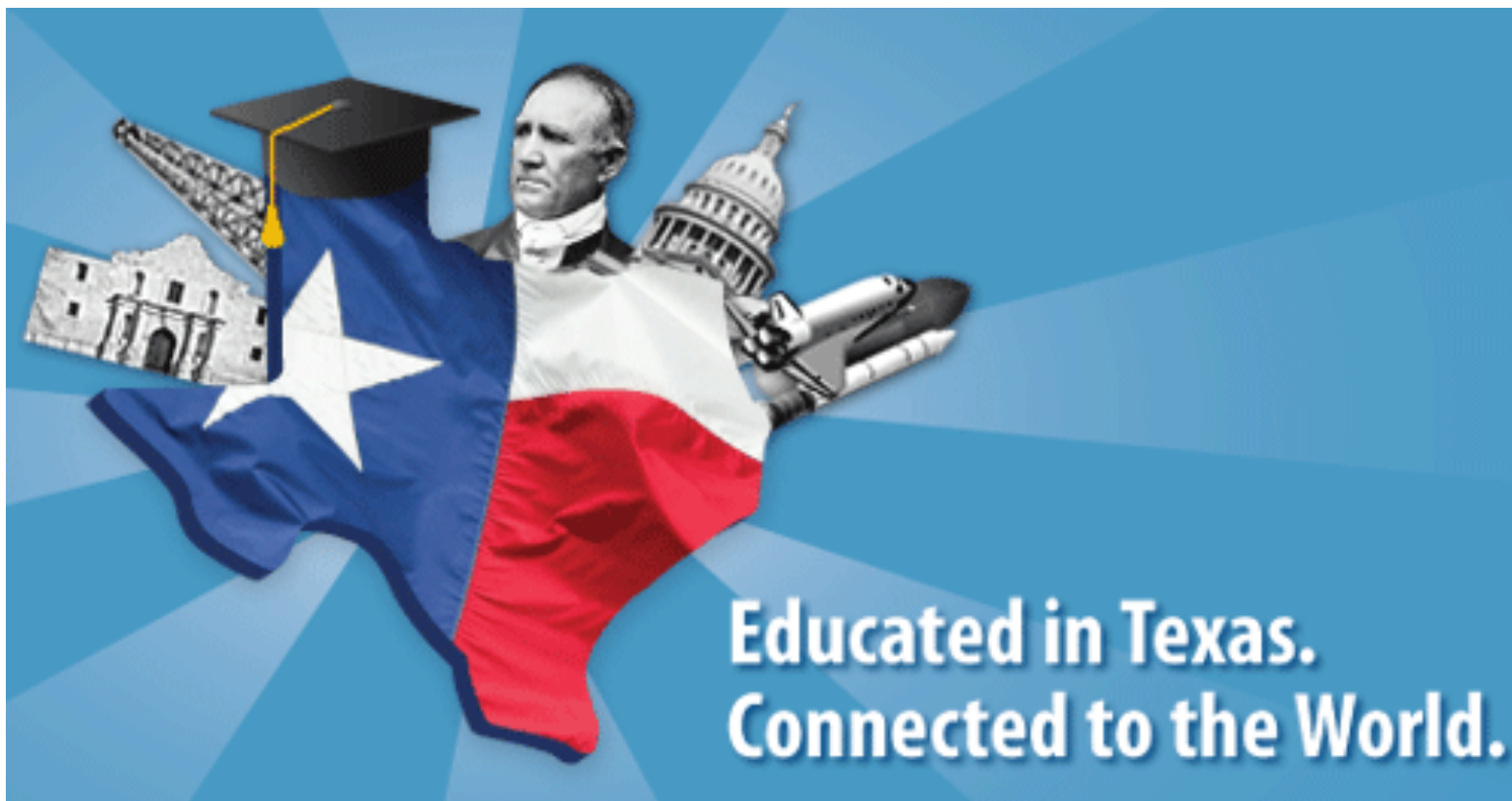


March 6–8, 2012
Austin, Texas

Information and Registration Available:
sxswedu.com

- Questions may be sent to the Project Share mailbox: projectshare@tea.state.tx.us
- TEA Contact is Kerry Ballast:
kerry.ballast@tea.state.tx.us
- More information is available on the Project Share website: www.projectsharetexas.org/

Texas Education on iTunes U



<http://www.tea.state.tx.us/itunesu/>

Texas Literacy Initiative

- Information available on TEA website

<http://www.tea.state.tx.us/index2.aspx?id=2147503221>

- Join Texas Literacy Initiative Listserv

<http://miller.tea.state.tx.us/list/>

- TEA Contact is Dr. Kathy Stewart
- Questions may be sent to
tli@tea.state.tx.us.

Join All Agency LISTSERV Groups:

<http://miller.tea.state.tx.us/list/>

Contact the Division of Curriculum:

Website <http://www.tea.state.tx.us/index2.aspx?id=2147486096>

Phone (512) 463-9581

Email curriculum@tea.state.tx.us

ELA/Reading Curriculum Contact Information

Karin Miller

Statewide ELA/Reading Coordinator

(512) 463-9581

karin.miller@tea.state.tx.us

ELA/Reading Webpage

<http://www.tea.state.tx.us/index2.aspx?id=4434>

Thank you. We appreciate your service
to the students of Texas.



We strive to provide leadership, guidance, and
resources to help schools meet the educational
needs of all students.