

INTRODUCTION

READING

WRITING

ORAL & WRITTEN
CONVENTIONS

RESEARCH

LISTENING &
SPEAKING

English and Spanish Language Arts and Reading

Grades K-12



Standards for Ensuring Student Success From Kindergarten to College and Career

Frequently Asked Questions

Frequently Asked Questions

This document contains questions and answers about the three sets of standards used in these sessions as well as selected questions and answers that appeared in Proclamation 2010 issued by TEA. The full document is available in two volumes at <http://ritter.tea.state.tx.us/textbooks/proclamations/proc2010/index.html>.

TEKS Reading Strand

- **General**

- Q.** *Why are analogies required in the Texas Essential Knowledge and Skills (TEKS)?*
- A.** Analogies have always been part of the English Language Arts and Reading (ELAR) TEKS, beginning with sixth grade. The new TEKS place greater focus on analogies because working with analogies is one way to develop understanding of vocabulary through making connections.
- Q.** *Where are the literary elements that were so prominent in the 1998 ELAR TEKS?*
- A.** Literary elements are included in student expectations listed in the 2008 TEKS document, especially in the section on sensory language. Other terms are often genre-related and will be found under the appropriate genre (e.g., monologue will be found in the genre for drama). Instruction in literary elements should continue to be embedded throughout reading and writing instruction.
- Q.** *What is the difference between expository and narrative summaries?*
- A.** Expository summaries depend on understanding and conveying the main idea. Narrative summaries are more dependent on story structure.
- Q.** *I see “main idea” listed only in the Expository Text section. Do I need to teach how to locate the main idea for other text types?*
- A.** Yes, teachers should teach main idea using a variety of text types. Main idea is included in Figure 19 for some grades. Remember that skills introduced in earlier grades should continue to be practiced in upper grades.

Q. *What happened to the Viewing and Representing strand of the 1998 TEKS?*

A. The Viewing and Representing TEKS are now enhanced and embedded in Reading Media Literacy and Writing. Production is in the Writing strand and Analysis and Interpretation is now found in Reading Media Literacy.

• **Grades 1–2**

Q. *Grade 1 TEKS 12—Sustained—please define length of time, or give a window of time.*

★ **(12)** Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.

A. The length of time may be determined at the publisher’s discretion. It is important to note that developmental appropriateness for each grade level should be considered when determining “sustained periods of time.”

(Proclamation 2010 Q & A)

Q. *Page 26—Grade 2 TEKS 6 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:—Need clarification on what constitutes “cultural, historical, and contemporary.” Also can a selection be both cultural and historical or cultural and contemporary?*

A. “Context” implies that students will consider the background or circumstances of various settings and/or time periods as they read literary texts. TEA’s TAKS Information Booklet for reading states, “Cultural diversity includes regional, economic, social, and ethnic differences and may be represented through subject matter and/or characters.” The definitions of historical and contemporary, as used in literature, are widely debated among scholars. Publishers will need to use their discretion in defining those terms.

(Proclamation 2010 Q & A)

- **Grade 3**

Q. *Grade 3 TEKS 6: Students are expected to describe the characteristics of various forms of poetry and how they create imagery. Is there a specific set of characteristics that need to be included, such as rhyme, rhythm, alliteration, metaphor, simile, onomatopoeia, assonance, consonance, etc.?*

★ **(6)** 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 describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

A. There is not a specific set of requirements. Examples are provided in the TEKS, so it may be helpful to read examples across grade levels to determine appropriate characteristics.

(Proclamation 2010 Q & A)

Q. *Grade 3 TEKS 5(b) - Students are expected to “compare and contrast the settings in myths and traditional folktales.” Are Students supposed to:*

- *Compare the settings in myths*
- *Contrast the settings in myths*
- *Compare the settings in folktales*
- *Contrast the settings in folktales*

Or do students:

- *Compare the settings in myths and folktales*
- *Contrast the settings in myths and folktales*

A. **(1)** Compare the settings in myths and traditional folktales.

(2) Contrast the settings in myths and traditional folktales.

(Proclamation 2010 Q & A)

Q. *Is there clarification for Grade 3 TEKS 7?*

★ (7) 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 the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

A. Dialogue in a play is usually the vehicle in which plot, character, and other elements are established.

(Proclamation 2010 Q & A)

• **Grade 4**

Q. *In Grade 4 TEKS 3(B), what is the distinction between “traditional literature” and “classical literature”?*

A. Traditional literature refers to stories that were originally oral and later became written text. Classical literature refers to literature that is widely acknowledged for its outstanding and enduring qualities.

(Proclamation 2010 Q & A)

Q. *Does Grade 4 TEKS 7 (literary nonfiction) refer only to a fictional work with the author as the character?*

A. The TEKS does not explicitly state that the author has to be a character in the fictional work.

(Proclamation 2010 Q & A)

Q. *Page 36—Grade 4 TEKS 7 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. Students are expected to identify similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography.—Does this refer to biographies and autobiographies only? Or only in those works where the nonfiction writer relies on his/her own life for material?*

- ★ (7) 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 identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

- A. For this standard, the student expectation explicitly states biography or autobiography. Publishers may provide more than what is required in the student expectation.

(Proclamation 2010 Q & A)

- **Grade 5**

- Q. *In Grade 5 TEKS 11(C), how is “logical order” different from the other organizational patterns stated?*

- ★ (11) 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:

- (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;

- A. “Logical order” refers to the way a writer may organize text when building an argument. The writer may present ideas and/or information in a sequence that makes sense to him and addresses the audience's needs.

(Proclamation 2010 Q & A)

- Q. *Grade 5 TEKS 10(E): Students are expected to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres. Would making generalizations be an example of synthesizing and making logical connections?*

- ★ (11) 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:

(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

- A. It is possible, but it is not limited to that one example.

(Proclamation 2010 Q & A)

- **Grades 6–8**

- Q. *Grade 7 TEKS 13(D) Please provide clarification on how to assess the correct level of formality and tone for successful participation in various digital media.*

- ★ (13) 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:

(D) assess the correct level of formality and tone for successful participation in various digital media.

- A. When participating in the various venues of digital communication, the student is expected to consider the appropriate level of formality and tone.

(Proclamation 2010 Q & A)

- Q. *What does “multi-dimensional” reference in 7.12? Pictures?*

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

(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and

- A. Looking at the tagline, we notice that this refers to procedural text. Imagine purchasing a product that needs assembling. Upon examination

of the assembly instructions, the consumer finds a diagram indicating the steps to take to assemble the product. This type of diagram is known as the “exploded view drawing.” Near this visual appear the delineated written steps for assembling the product. The combination of the visual plus the written words would constitute one example of multi-dimensional instructions.

Q. *Define the difference between an implicit theme and a topic as noted in TEKS 6.3A.*

★ 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: (A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;

A. Works of literature often include topics and implicit or explicit themes. A topic is defined as the subject matter of the piece of literature being read. For example, the writings of Rachel Carson would fall under the topic of environmentalism. A theme is defined as a central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Implicit theme refers to the author’s ability to construct a piece in such a way that through inference the reader understands the (implied) theme, as opposed to an explicit theme where the author overtly states the theme.

Q. *By “conversational voice” in 6.6B, is the TEKS referring to character development through dialogue?*

★ 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:

B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and

A. The author may choose to use conversational voice in a narrative piece to develop the character(s). For example, an author may use a narrator’s voice of informality, friendship, and/or empathy to develop the character of the narrator. Authors may also choose to use dialogue with or without dialect to develop characters.

- **Grades 9–12**

Q. *Grade 9 TEKS 1(A) Are there grade level technical academic vocabulary words or lists that are suggested?*

★ (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(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;

A. TEA and its agents cannot provide lists unless the lists are specifically cited in the TEKS. Grade-level appropriate lists should be chosen or created at the publisher’s discretion.

(Proclamation 2010 Q & A)

Q. *Grade 12 TEKS 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 evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods. Can you define what is meant by “graphics” in poetry?*

A. The term “graphics” should be considered in light of the writing TEKS for poetry in grades 6, 7, and 8, which describe “graphic elements” using such examples as capital letters, line length, and word position.

(Proclamation 2010 Q & A)

Q. *Can you please give examples of or a list of the literary techniques required?*

★ 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:

(B) analyze the internal and external development of characters through a range of literary devices;

- A. Character development may be viewed through an internal and/or external lens. When an author uses the internal lens, the focus is on inner thoughts and feelings. When an author uses the external lens, the focus is on speech, actions, and others' reactions to the characters. To develop a character, the author may choose from a variety of literary devices such as dialogue, plot development, conflict and conflict resolution, and character foils.

TEKS Writing Strand

- Q. *I understand that research skills should be taught throughout the year and in the context of reading and writing, but can I still have my students write research papers?*
- A. Yes, you may have your students write research papers. In addition to this exercise, remember that other reading and writing lessons provide a rich opportunity to build discrete research skills.

Figure 19

- Q. *Are the student expectations in Figure 19 as important as the other ELAR TEKS student expectations in Chapter 100?*
- A. Yes. They are of equal importance and subject to being assessed on the state assessment instrument.
- Q. *Are the reading comprehension strategies in Figure 19 for a particular type of text?*
- A. The reading-comprehension strategies listed in Figure 19 should be used with all text types.

TEKS Listening and Speaking Strand

- Q. *The wording of the speaking expectation for Grade 3 through English IV of the Listening and Speaking strand includes the following phrases: eye contact, speaking rate, enunciation, volume, and gestures. How should these be taught and assessed?*
- A. The phrases are delivery indicators and should be used in conjunction with each other when teaching and assessing students on verbally sharing information or the delivery of a presentation.

ELPS, ESOL and ELLs

- Q.** *What if a student is at a beginning level of English but not an immigrant?*
- A.** If a student does not qualify under the definition of immigrant required for ESOL I and ESOL II and the student is at the beginning level of English, the district has two options. The district may choose to offer a language course for local credit or the district may use a newly approved innovative course to assist with language acquisition. However, English I is still a high school graduation requirement for all students.
- Q.** *I am responsible for teaching phonics to my English language learner (ELL) kids. How do I learn more about how to deliver this type of instruction?*
- A.** ELLs have different proficiency levels, as identified through the Texas English Language Proficiency Assessment System (TELPAS). Looking at the student's proficiency levels will determine the differentiated instruction to be provided by the teacher. Strategies to differentiate the instruction can be accessed through professional development. One resource that might assist you, especially in the area of phonics, is the Teacher Reading Academy series. Another resource that focuses on strategies for acquiring second language proficiency may be found through the Institute for Second Language Achievement at <http://falcon.tamucc.edu/~ell>.
- Q.** *Am I required to address the English Language Proficiency Standards (ELPS)?*
- A.** Yes, every teacher in Texas is required to address the ELPS.
- Q.** *How do the ELPS differ from the TEKS?*
- A.** The ELPS are TEKS for all content areas designed for ELLs to provide second language acquisition. The ELAR TEKS are content and grade-level specific. Teachers with ELLs in the classroom will use both the ELPS and the ELAR and SLAR TEKS for instructional purposes.
- Q.** *I understand that ELPS for grades 9–12 are supposed to cover the major content areas. Does this also include electives?*
- A.** Yes. The intent is to have ELPS materials available for every high school teacher. For instance, if a high school teacher has ELLs in their classroom, the ELPS materials would be resource materials to help the teacher with that student population in the classroom regardless of the subject matter. ESL materials for grades K–8 are in Proclamation 2011 to help teachers

address the needs of second language learners in their classrooms. We wanted to be sure that teachers had support materials for ELLs in the secondary classroom. By including the new ELPS to Proclamation 2010, teachers will be able to access materials to support these students. It should also be noted that these materials are not companions to any particular set of student materials. It is a separate call for secondary teachers at grades 9–12. This was an important component of moving the ELPS into Chapter 74 so that it is not perceived as applying only to ELA.

(Proclamation 2010 Q & A)

Q. *Is it correct that ESOL I–II will “mirror” English I and II and that the distinction between ESOL I–II and English I–II will be the application of the English Language Proficiency Standards listed in (c)(2–5)?*

A. ESOL I and II will include all English I and II TEKS (respectively), plus the second language acquisition TEKS that are being revised by the TEKS committee at this time. ESOL I and II will also need to incorporate all English Language Proficiency Standards in TAC 74.4 (c) 2, 3, 4, & 5.

(Proclamation 2010 Q & A)

Q. *Are publishers required to embed the English Language Proficiency Standards in each daily lesson?*

A. The ELPS as listed in the Texas Administrative Code (TAC) Chapter 74 Subchapter A. Required Curriculum section (c) Cross-curricular second language acquisition essential knowledge and skills subsection (2), (3), (4) and (5) must be included at least three times in the student materials as well as the teacher materials.

(Proclamation 2010 Q & A)

Q. *How are the English Language Proficiency Standards (ELPS) and Second Language Acquisition strand of the English for Speakers of Other Languages (ESOL) related?*

A. The ELPS and the Second Language Acquisition strand of ESOL can be considered equivalent. There are a few differences in wording, but the intent of both the ELPS and the Second Language Acquisition strand of ESOL is to provide specific expectations for English language learners as they acquire English as well as learn content area material.

- Q.** *Do ESOL students need to take the end-of-course (EOC) exam?*
- A.** Yes. TEA is working on guidelines for linguistic accommodations.
- Q.** *How do I select student expectations from the English Language Proficiency Standards to teach?*
- A.** The proficiency level of the student should be taken into consideration when selecting student expectations from the ELPS to explicitly teach as well as the related TEKS student expectation. The ELPS student expectations provide information about what must be intentionally taught to our English language learners in the following areas: learning strategies, listening, speaking, reading and writing. The proficiency level descriptors give you more information to provide instruction that is commensurate with a student's current level of English language proficiency. Our goal is to help all ELLs reach Advanced High in all four assessed domains (listening, speaking, reading, and writing) within four years.

TAKS Test

- Q.** *When will the Texas Assessment of Knowledge and Skills (TAKS) change?*
- A.** 2011–2012 academic year.
- Q.** *Until the TAKS test changes, what will be covered on the TAKS?*
- A.** All questions have been examined in light of the new TEKS curriculum. As a result, it has been determined that all questions currently eligible for inclusion on TAKS will continue to be eligible in the 2009–2010 and 2010–2011 school years.

CCRS

- Q.** *Where can I find more information about how the ELAR TEKS for grades 6–12 and the Texas College and Career Readiness Standards (CCRS) align?*
- A.** The Texas Education Agency has made a “gap analysis” available for this purpose. This document is available at <http://www.txccrs.org/resources/policymakers.htm#SGA>.

Professional Development

- Q.** *Will lessons be provided as part of the TEKS professional development (PD) sessions?*
- A.** No, lessons will not be provided as part of the TEKS PD sessions. Specific classroom needs are unique among teachers and settings. However, the PD will provide clusters of student expectations that may help with planning.
- Q.** *Where can I learn more about the ELPS?*
- A.** The Texas Education Agency is planning to provide further professional development on the ELPS.

Other

- Q.** *Am I responsible for teaching U.S. and Texas history? How do I accomplish that?*
- A.** The Introduction of the TEKS requires all English language arts teachers to incorporate text about U.S. and Texas history within their coursework. This may be informational or literary text.
- Q.** *Am I expected to teach at least one student expectation from each of the strands in each of my lessons?*
- A.** No. Every classroom situation is different. However, to maximize learning, teachers should consider how student expectations from different strands may work together during lessons.
- Q.** *I teach AP classes. Am I required to teach grade-level TEKS along with the AP curriculum?*
- A.** Students at each grade level receiving pre-AP or AP instruction are responsible for learning the student expectations at that grade level in conjunction with the AP curriculum.
- Q.** *I teach in a special education setting. Am I responsible for teaching the TEKS?*
- A.** Yes, every teacher in Texas is required to use the TEKS to design instruction. The special education department in your school or district will be able to assist you further.

- Q.** *Do the ELAR TEKS, ELPS, and CCRS replace our scope and sequence?*
- A.** No. As you go back to your campus, it will be necessary to discuss with your campus administration or literacy coaches how the scope and sequence of your curriculum address the ELAR TEKS, ELPS, and CCRS standards. There will probably not be an exact match because most curricula are based on the previous standards, so it will take some time and planning to ensure that these standards are being taught with your current curriculum.
- Q.** *What are the small roman numerals in the student expectations called?*
- A.** The expectations delineated by (i), (ii), (iii) and so on are called romanettes and provide additional expectations within student expectations. They are of equal importance to the lettered expectations.