

This document contains both general and specific comments generated as a result of my recent review of the draft ELAR TEKS (Nov. 2015). Responses to the questions presented in the feedback guidelines document follow a brief introduction with some general comments.

In direct response to feedback provided during the initial review of the previous ELAR TEKS (2009), the draft recommendations address some of the items identified.

In an effort to streamline the ELAR TEKS, there is improvement in the explicit interconnectedness of listening, speaking, reading and writing. The number of standards and student expectations leaps







Minor wording recommendation for (a) Introduction (2): Last sentence —“Students will engage in academic conversations, write, and read (or be read to in primary/elementary grades) on a daily basis with application for cross-curricular content and opportunities for student choice.” If wording remains consistent across ALL grade levels as it is now for K-12, these minor word changes increase the appropriateness and application of the intent.

K-2, Standard 1, D, i (Vocabulary): include objects and categories

At a minimum, Standards 3 (Response), 4 (Collaboration), and 7 (Composition and Presentation) should include student expectations that state explicitly that students will use or embed new vocabulary into their speaking, discussions, and writing. This is an oversight and including explicit language for teachers to expect and therefore, teach students how to use new vocabulary, may diminish the “exposure” or “teach and hope” approaches and increase students’ active use of and attention to integrating new vocabulary into their oral and written lexicons.

1 (B) (i) for at least grade 6: Change wording: “adjusting fluency when reading grade-level text based on self-monitoring of comprehension and the reading purpose.”

The focus on 8 standards across all grade levels with same order and numbering is an improvement; however, not all strands represent measurable standards that are differentiated across grade levels. Is there a way to further align so that sub-standards and SEs can align across GLs? For example, the Foundational Skill Strand, (1) addresses vocabulary across all GLs, but for some it is labeled (B) and others (C) or (A). English I-IV is structured differently for (1).

Examples of performance indicators may be necessary to further differentiate between grade levels and to support teachers’ abilities to teach and assess students’ accomplishment of standards from one grade level to the next.

There are some additional wording changes I might suggest, but I’m not sure we are at the point to do this if substantive revisions will be made at this point. For example, change ~~discuss~~