

TEKS, EL-44Mp(cn Tw 2.9 0 Td ( )T00)2 0.005 Tw 0.283 0 Td (is)Tj 0 Tc 0 Tw 0.717 0 Td ( )T

- There are some that could be tightened for clarity and specificity. See the attached table for some recommendations.

5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

- It is unclear why Figure 19, which addresses Reading Comprehension, is included as a separate table of TEKS and SEs. Perhaps these should be included as part of the reading section, but labeled as Reading Comprehension Skills and Strategies. Some of these overlap with other TEKS in the Reading Strand (e.g., “connect meaning to a personal experience” [K-6(B) and 1-7(A) is not dissimilar enough from K (F) under Reading/Comprehension Skills, Figure 19). There are several other examples relating to making inferences, retelling, etc. Many of these SEs sound more like comprehension monitoring or assessment tasks, rather than comprehension strategy instruction and use. For more focused attention on determining whether students are using strategies to support their abilities to perform skills such as retelling, making inferences, summarizing, etc., more emphasis should be placed on having students demonstrate *how* they are able to demonstrate the skills (as in C in which students monitor and adjust, use background knowledge, etc.). Student expectations may require that students explain orally or in writing, how they are able to comprehend once they can demonstrate that they do indeed comprehend.

- Because Figure 19 is organized by grade level and has similarities across grade levels by SE or standard, it may be best to include these in the main Reading strand and focus on more differentiation between grade levels so teachers understand what is expected at grade level and how these differ across them.

( h

)

T

j

-

0

.

0

## TEKS, ELAR Review, July 2015

- Yes. Noted in the table, particularly related to PA and phonics, and the integration of reading and writing.
  - Some of the labeling for informational/expository text may need to be changed?
9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?
- The integration of reading and writing across content areas appears to be stronger in the CCRS and CDS documents. Perhaps, a cross-reference would help content area teachers in middle and high school access appropriate ELAR standards that may also be addressed in content areas.
10. Do you have any other suggestions for ways in which the English language arts and reading TEKS can be improved?
- A stronger emphasis on the

TEKS, ELAR Review, July 2015

K-1	Reading/Beginning Reading Skills/Phonological Awareness	2
K-3	Reading/Beginning Reading Skills/Phonics	3
K-3	Reading/Beginning Reading/Strategies	4
K-8	Reading/Fluency (see note in table about adding a few items for K)	5
K-12	Reading/Vocabulary Development (beginning this strand with number 6 reinforces the expectation that beginning reading skills should be accomplished by grade 3).	6
K-12	Reading/Comprehension of Literary Text (Theme and Genre)	7
K-12	Reading/Comprehension of Literary Text (Poetry)	8
K-12	Reading/Comprehension of Literary Text (Drama)	9
K-12	Reading/Comprehension of Literary Text (Fiction)	10
K-12	Reading/Comprehension of Literary Text (Literary Nonfiction)	11
K-12	Reading/Comprehension of Literary Text (Sensory Language)	12
K-12	Reading/Comprehension of Literary Text (Independent Reading)	13
K-12	Reading/Comprehension of Informational Text (Culture and History)	14
K-12	Reading/Comprehension of Informational Text (Expository Text)	15
3-12	Reading/Comprehension of Informational Text (P434373.44 Tm ( )Tj E	



\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_





Students understand new vocabulary and use it correctly when reading, speaking, and writing. Students are expected to:

(A) identify and use an increasing number of words that name objects, characters, persons, descriptive words, actions, directions, positions, sequences, and locations;

(B) recognize that compound words are made up of shorter words;

(C) identify and sort  
pictures of objects  
into conceptual  
categories (e.g.,











