

Proclamation 2010
of the State Board of Education

QUESTIONS AND ANSWERS

VOLUME 1

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Questions and Answers

The requirements discussed in this Question and Answer document pertain to evaluation procedures and curriculum requirements at the state level. These procedures and requirements do not preclude school districts from using additional criteria for their selection of state-adopted instructional materials.

General Questions

1. What are the important dates in the adoption cycle for Proclamation 2010 materials that publishers must be aware of (i.e. when to file Statement of Intent to Bid, TEA receipt of samples, panel review meetings, etc)?

All of the important dates for Proclamation 2010 are listed in the Schedule of Adoption Procedures (pages 1–9 of the proclamation). Proclamation 2010 is available on the TEA website at <http://www.tea.state.tx.us/textbooks/proclamations/index.html>

2. Please define precisely what you mean by student materials. Are there things that would be considered student materials actually not considered student materials?

Chapter §31.002 of the Texas Administrative Code defines a textbook and an electronic textbook. "Textbook" means a book, a system of instructional materials, or a combination of a book and supplementary instructional materials that conveys information to the student or otherwise contributes to the learning process, or an electronic textbook. "Electronic textbook" means computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means." This is a broad definition of student materials and so when we talk about the student version, it would be those materials that the student uses in order to acquire the knowledge and skills. For instance, it does not have to be printed text between two hard covers of a book.

3. If a publisher does not maintain a depository in Texas in accordance with TEC 31.151, but will deliver materials to a school district or open-enrollment charter school without a delivery charge to the school district, open-enrollment charter school, will that publisher still be required to make arrangements with a depository in Texas to receive and fill orders?

Yes. Pursuant to TEC 31.151(6)(A), the publisher shall either "maintain a depository in this state or arrange with a depository in this state to receive and fill orders for textbooks, other than on-line textbooks or on-line textbook components, consistent with the State Board of Education rules." For a list of existing Texas depositories, please visit <http://www.tea.state.tx.us/textbooks/depositories/index.html>

4. Does the board limit the number of approved texts? If so, what is that number?

No. The State Board of Education (SBOE) does not limit the number of approved titles or texts.

5. Is there an available list of which publishers attended the August 2008 meeting?
Yes. To request a copy, please submit a Public Information Request in writing. Information and instructions are posted on the TEA website: <http://www.tea.state.tx.us/gir/PublicInfoMain.html>.

6. Are Proclamations 2010 and 2011 in the same biennium?
No. Proclamation 2010 is in the 2010–2011 biennium. Proclamations 2011 and 2012 are in the 2012–2013 biennium.

7. Will there be a meeting with the publishers to discuss the questions presented in this Q&A document, and if so, when?
Yes. A one-day Publishers Orientation meeting will be held on October 30, 2008, from 1:00 P.M.–5:00 P.M. at the Texas Education Agency in Austin, Texas. This meeting will cover specific aspects of the English Language Arts and Reading TEKS, the Spanish Language Arts and Reading TEKS, the English Language Proficiency Standards, as well as the review and adoption process.

Content Questions

TEKS Coverage & Evaluation Criteria

8. TEKS must be covered in the student and teacher materials. We assume that the definition of “student materials” includes materials that are that will be used by students such as textbooks, picture cards, audio recordings, practice books, online resources, and sound/spelling cards. Under this definition, some student materials, such as textbooks, may be provided for each individual student. Other resources, such as audio recordings and sound/spelling cards, may be provided in the teacher support pack. Please confirm that this definition is accurate.

All TEKS must be covered in the materials identified on the Statement of Intent to Bid as student materials as well as in those identified as teacher materials. The requirement to address TEKS in the student version of the textbook can be met by covering all TEKS in one student edition or by covering the TEKS across several student components.

9. Recent revisions to 19 TAC §66 have changed the requirements for TEKS coverage in instructional materials submitted for adoption. Can you please explain where, and to what extent, each of the TEKS in Proclamation 2010 needs to be covered?

19 TAC §66.36(a)(1) mandates that TEKS be covered in the student version of the textbook, as well as in the teacher version of the textbook.

The requirement to address TEKS in the student version of the textbook can be met by covering all TEKS in one student edition or by covering the TEKS across several student components. The state review panel will review each student component of a submission to determine TEKS coverage. The same is true for the requirement to address the TEKS in the teacher version of the textbook.

19 TAC §66.27(c) mandates that TEKS be covered a certain number of times in the student text narrative in addition to the end-of-section review exercises, end-of-chapter activities, or unit tests.

19 TAC §66.36(a)(1)(E) adds that if a TEKS statement has multiple expectations, at least three examples of each student expectation must be evident to ensure sufficient coverage.

All TEKS in Proclamation 2010 must be covered three times, with two exceptions: First, the College Readiness Standards will not be included in the break outs; they are provided in the proclamation for reference only. Second, the student expectations corresponding to the ELAR and SLAR knowledge and skills statements for beginning reading must be covered five times. The break out documents provided by the TEA will indicate how many times each expectation should be addressed. The break outs also include a column that designates if coverage should appear only in teacher materials or in both student and teacher materials.

10. Do the same rules apply for English and Spanish, in terms of the number of times each standard must be addressed?

Yes. The same rules apply for both English and Spanish materials.

11. Does each sub part of each standard need to be hit or covered three times? For example, the example that you presented in the August 4, 2008 publisher meeting where you parsed out “purpose topic etc”, does each of those relationships need to be covered 3 times for the standard?

The purpose of the break outs is to “break apart” the TEKS for you because each break out must be addressed at least three times, not holistically, but by each piece. The actual break outs will be available in October.

12. When we talk about meeting the TEKS at least three times, does that mean it must be covered in the student edition as well as the teacher edition, or across all components?

Prior to that change in the law that says TEKS must be addressed in both the student and teacher materials, reviewers could go to the teacher **or** student materials to find the TEKS. But now that the law says they must be in both the student materials as well as the teacher’s materials, TEKS must be covered at least three times in the student materials in order to be considered Conforming.

13. Regarding addressing the TEKS three times in the SE and three times in the TE, your meaning is that if it is covered three times in the SE, then it is implied that if you have a wrap around TE and you have the SE inside the TE, that would automatically mean coverage of “three times” in the TE, correct?

Correct.

14. If you don’t have a wrap around, would it have to be covered three times in the TE in another context and language other than the SE?

If the student version is sufficient to make sure the student has had the opportunity to learn that knowledge and skill, and no teacher interaction is necessary, then perhaps it doesn’t have to be different in the TE and could be replicated. But we have to be careful in making a blanket statement as to there being one rule that applies universally across each and every knowledge and skill in each and every subject area in every grade level. For instance, when indicating TEKS in the “student narrative, end of chapter activities, and end of unit tests,” that typically is more common at the upper grades. The break out documents will indicate which student expectations must be met in the student materials in each grade level. How each student expectation is covered in the teacher material at each grade level is at the discretion of the publisher.

15. Are you saying that it hasn’t been clarified that the wraparound can be considered as part of meeting the TEKS?

The wrap around can be considered as part of meeting the TEKS.

16. Question on Texas Proclamation 2010, Elementary, Grades K-5: If in the Teacher Edition sidebars, content includes explicit instruction with practice opportunity that cannot be considered optional and clearly covers a student expectation of a TEKS, will the content be considered for coverage?

If a sidebar constitutes comments and notations that are connected directly to the primary text, then one instance of TEKS coverage would be satisfied.

17. Should an instructional material include three separate lessons on a given TEKS statement in order to meet the minimum requirement of TEKS coverage?

It is the discretion of the publisher to determine the best method of assuring TEKS coverage.

18. Will the proclamations spell out the review process, as far as not only meeting the TEKS covered three times, but also where they are covered?

No. The proclamation does not specify where the TEKS should be covered. However, 19 TAC §66.27(c) explains that TEKS must be covered a certain number of times in the student text narrative in addition to the end-of-section review exercises, end-of-chapter activities, or unit tests.

19. Does the requirement to correlate to TEKS five times extend to the core student book only or can the five times refer to all student materials that are submitted as part of the student components?

TEKS coverage can be addressed across all student components of a submission.

20. In calculating the number of TEKS coverage, does the location in the student material make a difference, e.g. before the literature selection; during the literature selection, after the literature selection, in the unit assessment, etc.?

TAC Chapter 66 offers the following guidelines:

§66.27. Proclamation, Public Notice, and Schedule for Adopting Instructional Materials.

(c) The proclamation shall require instructional materials to cover specific essential knowledge and skills a certain number of times in the student text narrative in addition to end-of-section review exercises, end-of-chapter activities, or unit tests.

Not all instructional materials will lend themselves to these guidelines. Therefore, publishers are encouraged to work at their own discretion when determining location and placement of TEKS documentation.

21. Will the TEA provide “break outs” for all the TEKS so that publishers are clear about the expectations for coverage? If so, when will the “break outs” be available to publishers?

Yes. The TEA will provide break outs. We anticipate making them available in October.

22. The guidelines for the “break outs” of the TEKS will be very important for publishers to understand in order to meeting the state requirements for the appropriate amount of coverage on specific TEKS (five times in student materials and five times in teacher materials at grades K-3, 3 times at grades 4-5). It will also help to clarify the relationship of the TEKS statement and the grade-level student expectations. Would the TEA provide an example of the “break out” of the following:

1. Example: Grade 4 TEKS 6(A-C)
2. 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:
 - (A) sequence and summarize the plot’s main events and explain their influence on future events;
3. describe the interaction of characters including their relationships and the changes they undergo; and
4. identify whether the narrator or speaker of a story is first or third person.

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:	(A) sequence and summarize the plot’s main events and explain their influence on future events;	1) sequence the plot’s main events
		2) summarize the plot’s main events
		3) explain the plot’s main events’ influence on future events
	(B) describe the interaction of characters including their relationships and the changes they undergo	1) describe the interaction of characters including their relationships
		2) describe the interaction of characters including the changes they undergo
	(C) identify whether the narrator or speaker of a story is first or third person	1) identify whether the narrator of a story is first person
		2) identify whether the narrator of a story is third person

23. I have a question about placing the standard on the text pages (SE or TE pages). This is related to a question during the meeting about whether publishers can summarize or truncate a standard rather than including the full wording on the page. The answer, as I understand it, was that publishers are free to make this decision but should be careful not to lose the component parts of the standard. My question: Will we be able to use the Break out Charts (available in October) to help us identify and separate out the component parts, and then place these individual parts of the standard on the page where applicable? In other words, will it be acceptable to place just the individual break out portion of a standard on the page?

Publishers may document TEKS coverage at their discretion. With this in mind, if a shortened format is used, publishers are strongly cautioned to maintain the integrity and full intent of the original statement.

24. Please explain conforming and nonconforming.

In order to meet the criteria for conforming, the materials must meet 100% of the TEKS for that grade level. If TEKS coverage is between 50% and 99%, then it is considered nonconforming, and if coverage is less than 50%, it does not fit either criteria and would be “rejected.” Conforming is 100%, and that is why we are going to be very specific about identifying the TEKS that must be covered at least three times to be considered conforming and those that must be covered at least five times.

The process is such that publishers submit sample materials to us, and we bring in our review panels who will go through the materials. Typically we have at least three people going through each product looking for those three examples (or in some cases five examples) of a student expectation being covered.

As they go through that process, they document the coverage on forms provided to them. When they finish, they produce what we call a “Nos” report. These reports, which list the TEKS not covered, are given to publishers on the spot. Publishers then have the opportunity to show that the TEKS were indeed covered by identifying to the panel where in the content the coverage is found.

If the panel agrees with the publisher, they change the “No” to a “Yes.” But if they continue to disagree, publishers still have the opportunity to address the TEKS by producing new or revised content right there at the panel meeting. This new content goes to the review panel for another review, and they again agree or disagree that coverage of that student expectation has been met.

If there are still TEKS that have not been covered by the time we end the review, there is an official 10 day period following the conclusion of the meetings during which publishers still have the opportunity to submit additional content. Submitting content after the panel meetings is more difficult because we have to send it out to the review panel members, they have to review it, and they have to send it back to us with a revised report. It is only at the end of all of those processes that the program is determined to be Conforming, Nonconforming, or “rejected”.

25. Is it possible that the review panel can place the student materials on the conforming list and the teacher materials on the non-conforming list (or vice versa)? Or, perhaps the student materials are adopted and the teacher materials aren't (or vice versa)?

The only way that student materials can be adopted and teacher materials not adopted is if they are submitted as two separate bids. If a bid includes both teacher and student materials, both components will be reviewed as one program.

26. If there is a percentage based ranking system for non-conforming status, how will this be expressed or applied to the products in that category? Will each non-conforming product be given a percentage ranking label, e.g. XYZ Reading, Acme Publishers - 85% conforming?

Yes. Each program is given a percentage based on the amount of TEKS coverage.

27. Does “nonconforming” mean districts will not buy the product (i.e. Is this a black mark on a product, seen as it doesn’t meet standards?) or is it a holding bucket for supplemental or intervention materials and is seen as equal to conforming materials and it is up to the district to choose between core or supplemental?

Nonconforming materials are those that meet manufacturing requirements, are free from factual errors, and meet at least 50%, but less than 100%, of the required TEKS. The state will pay only a percentage of the maximum cost for nonconforming materials, based on the percentage of TEKS addressed. (e.g., if the materials address 83% of the TEKS, the state will pay 83% of the maximum cost; the local districts would be responsible for covering the remaining costs.) Proclamation 2010 does not include intervention or supplemental products. Supplemental and intervention products may be called for in future proclamations.

28. How will the agency work with the SBOE to ensure the development of clear guidelines for determining adequate TEKS coverage in textbooks?

The agency will continue to work with the SBOE to ensure clear and consistent guidelines for determining full TEKS coverage in textbooks and to increase the effectiveness of the textbook process. SBOE approved question and answer documents will be made available to publishers during discussions regarding instructional materials scheduled for adoption in 2010.

29. Why are the introductions for each subchapter important?

The introductions contain the following statement:

(b) Students must develop the ability to comprehend and process material from a wide range of texts. Student expectations for Reading/Comprehension Skills as provided in this subsection are described for the appropriate grade level.

Figure: 19 TAC §110.10(b) (elementary)

Figure: 19 TAC §110.17(b) (middle school)

Figure: 19 TAC §110.30(b) (high school)

Figure 19 refers to a chart (located at the end of each subchapter) of Reading/Comprehension Skills that is part of the TEKS for Proclamation 2010.

Each introduction also includes a section (2) that addresses effective instruction for English Language Learners (ELLs). Publishers may refer to this section for additional guidance as they develop instructional materials.

30. Will the introductions be included as part of the review for TEKS coverage?

The *introductory remarks* prefacing subchapters A, B, and C refer to Figure 19 – Reading/Comprehension Skills. Figure 19 provides a chart of reading comprehension skills to be used at each grade level. The figure encompasses the Reading Comprehension TEKS that are required to be taught and that are required to be included in instructional materials. The *introductions* at the beginning of the TEKS for each grade level, however, will not be included in the review process.

31. How will the statements in Figure 19 (found at the ends of subchapters A, B, and C) be coded?

Examples of how the statements will be coded are as follows:

RC-K(A), RC-K(B), RC-K(C), etc. for kindergarten

RC-6(A), RC-6(B), RC-6(C), etc. for grade 6

RC-9(A), RC-9(B) for grade 9

32. When referencing TEKS within our instructional materials, may we truncate them or must we give them in their exact full wording?

Publishers can address the TEKS in any fashion, but if they are truncated, we advise caution so that none of the component parts or the full intent of the TEKS is lost.

As an example, were the TEKS to say “summarize a passage including author’s point of view, main idea, and other elements”, and it was truncated to “summarize using main idea”, the full intent, which is inclusive of all three of those attributes, is missed.

33. Will publishers be allowed to truncate the TEKS when listing them on student pages when a part of the TEKS is met? For example:

1. [complete TEK] The student is expected to: (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts
2. [truncated version on page addressing summary only]: (E) summarize texts in ways that maintain meaning within a text

Publishers may truncate the TEKS; however, if TEKS statements are shortened, publishers are strongly cautioned to maintain the integrity and full intent of the original statement.

34. Please clarify the distinction between content vocabulary, academic vocabulary and technical vocabulary. Is there a suggested resource the board recommends?

Content vocabulary refers to language specific to the discipline. Academic vocabulary refers to the language specific to school. (See definition provided in question 38.) Technical vocabulary refers to specialized vocabulary that is used within a particular context and usually by a limited group of people (i.e. only those who know and understand the specialized terms).

35. Are verbs used in the TEKS standards aligned with Bloom’s definition of these skills and strategies (infer, analyze, interpret, draw conclusions, synthesize, evaluate, etc), or should publishers consult another reference (Webster’s 11th) when determining the precise meanings of these critical terms?

The TEKS were written using the definitions commonly referred to in Bloom’s Taxonomy of verbs. If further clarification of a term is needed, publishers are encouraged to consider the intent of the student expectation as described in the knowledge and skills statement, as well as examine the student expectations across grade levels.

36. Is it permissible to use the “TAKS” label on Test Practice questions as long as they are faithful to the format and style of previous TAKS exams?

No. [Clarification pending]

37. Some of the new TEKS appear to be in paragraph format. How should those standards be read?

During the conversion to rule text, knowledge and skills statements that contained only one student expectation were consolidated to appear as one standard, but there are still three major components. The standard begins with a tag line. The tag line is followed by the knowledge and skills statement. The knowledge and skills statement is followed by the student expectation.

38. Is there a preferred definition of the term academic language? Can you provide examples?

In its most basic definition, academic language is considered “the language of school.” More specifically defined, academic language is:

language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study (from TESOL).

Words used during instruction, in exams, and in textbooks are part of the academic language. Examples could include words that are specific to content, such as *hyperbole, metaphor, and meter*, or are related to learning tasks, such as *compare/contrast, differentiate, and infer*.

39. At any given grade level, may we cite a knowledge and skill from a previous grade level as a review standard?

Publishers are free to design their programs at their discretion. During the review and adoption process, reviewers will look for the minimal requirements. Publishers will have to address the minimum TEKS for each grade level in order to be conforming.

40. Could purely digital materials, or perhaps mostly digital materials, be deemed acceptable and conforming if they meet all English Language Arts and Reading TEKS? Or do you envision a substantial portion of the product be print-based?

Conforming instructional materials can be in print form, electronic form, or both. It is the publisher’s discretion as to the relationship of print vs. technology components of the submission.

41. Are publishers required to embed the five strands (reading, writing, research, oral/written conventions, listening/speaking) within a single TE, or can 1 or 2 strands be submitted in a separate TE, as long as the lessons correlate to the main TE?

Because the ELAR adoption will be split across two proclamations, not all the strands will be required in any one program except for grades K-1. It would therefore be unnecessary to embed all strands in one product. Furthermore, there is no requirement that a product have only one teacher component.

42. Within the K-1 ELA/Reading category, will programs submitted be required to fully align with both ELA and Reading standards? Or, will programs submitted be required to align to Reading standards and only embedded ELA standards?

All materials submitted in the K-1 ELA/Reading category will be required to align to all the TEKS for that category.

43. Do the TEKS need to be printed on the student materials?

No. Specifically printing the TEKS is not required, but TEKS coverage is.

44. Do you have a recommendation as to how the instructional materials should be constructed to meet the needs of all children served in regular classroom environments?

No. The TEA cannot offer advice or recommendations for developing instructional materials.

45. How will integrated programs be evaluated for TEKS coverage?

Proclamation 2010 does not call for integrated programs, and instructional materials will be reviewed for TEKS coverage at each grade level. If a publisher feels that a component addresses TEKS at different grade levels, it may be submitted for different grade levels. Publishers submitting integrated programs will need to indicate the specific course that will be submitted on the Statement of Intent to Bid.

46. Please confirm that the following evaluation criteria are the only ones used to recommend placement of Proclamation 2010 products on the conforming or nonconforming lists.

- Coverage of the Texas Essential Knowledge and Skills (TEKS);
- Confirmation that the publisher will correct all factual errors;
- Compliance with manufacturing standards and specifications adopted by the State Board of Education and referenced in 19 TAC Chapter 66.

Yes. That is correct.

47. Can a publisher submit the same book/materials for both middle and high school?

Yes. There is no prohibition against submitting identical materials for middle school and high school. However, in most subject areas, the TEKS for middle school and high school are different.

48. Regarding intervention and supplemental products, Reading Electives are only for grades 6-8. If a publisher's product covers the whole K-12 grade span, how would we apply for the other grades?

Proclamation 2010 does not include intervention and supplemental products for other grade levels. Future proclamations may include intervention and supplemental materials.

49. Supplemental and intervention reading products would not cover 100% of the TEKS. Is there going to be consideration in the adoption for intervention and supplemental products?

Proclamation 2010 is a call for basal materials only. Supplemental and intervention products may be called for in future proclamations.

50. If a publisher specializes in intervention materials in one particular topic, they could cover a few TEKS at least 50 times for students needing intervention. However, the materials may not touch upon another topic or its TEKS at all. This is an issue we would like more feedback on.

Proclamation 2010 is a call for basal materials only. Supplemental and intervention products may be called for in future proclamations.

51. Do phonics kits count as a student narrative?

If the phonics kits are intended to be read and used by students (as the student narrative of a textbook would), then the kits could count as a student narrative.

52. Will there be addendums regarding decodability and literature?

At the May 2008 meeting, the SBOE approved the creation of a web page that will provide links to nationally recognized resources for teachers.

53. Please confirm the required percentage of decodability for grade 1.

Instructional materials must meet the criteria of at least 80% decodability for first grade only. This applies to the selections and passages read by students.

54. Is the decodability percentage applied to the student book and/or anything the students will read at grade 1? Permissioned, authentic literature cannot be altered – will that be taken into consideration as decodability is calculated?

Instructional materials must meet the criteria of at least 80% decodability for first grade only. This applies to the selections and passages read by students.

55. Will this decodability percentage be required for each selection students are asked to read or will the requirement be applied as an average decodability percentage of all the selections students are asked to read?

The decodability percentage, a minimum of 80%, will be the average decodability percentage of all the selections students are asked to read.

56. What percentage of decodability will be in the first grade practice books?

80%

57. Is there a specific format for the matrix mentioned in the draft for the decodability addendum regarding the coverage of the 70 sound-spellings?

(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) decode words in context and in isolation by applying common letter-sound correspondences, including:

(i) single letters (consonants) including b, c=/k/, c=/s/, d, f, g=/g/ (hard), g=/j/ (soft), h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, and z;

(ii) single letters (vowels) including short a, short e, short i, short o, short u, long a (a-e), long e (e), long i (i-e), long o (o-e), long u (u-e), y=long e, and y=long i;

(iii) consonant blends (e.g., bl, st);

(iv) consonant digraphs including ch, tch, sh, th=as in thing, wh, ng, ck, kn, -dge, and ph;

(v) vowel digraphs including oo as in foot, oo as in moon, ea as in eat, ea as in bread, ee, ow as in how, ow as in snow, ou as in out, ay, ai, aw, au, ew, oa, ie as in chief, ie as in pie, and -igh; and

(vi) vowel diphthongs including oy, oi, ou, and ow;

Please see the ELA/Rdg Grade I TEKS 3(A) for the 70 letter-sound correspondences. Publishers may construct their own matrix.

58. Are there preferred definitions of the following terms? Would it be possible to give some examples?

- Literary Nonfiction
 - Are there particular types of literary nonfiction that are expected to be covered at the different grade levels? Is literary nonfiction specifically defined as autobiography, biographies and memoirs? [For example, grade 1 TEKS 10 expects students to determine if a story is true or a fantasy and explain why. The grade 4 TEKS 7 specifically notes biography and autobiography.]

- The TEKS statement for Literary Nonfiction across the grades states: Students understand, make inferences and draw conclusions about varied structural patterns and features of literary nonfiction....
- Is the intent of this TEKS statement to address the nonfiction text structures such as sequence, cause and effect, comparison, description, and problem and solution?
- Please provide examples of the varied structural patterns and features.
- Informational Text
 - The grade K TEKS 10(C) includes the student expectation that students “discuss the ways authors group information in text;” grade 3 TEKS 13(C), grade 4 TEKS 11(C), and grade 5 TEKS 10(C) note that students are expected to identify specific organizational patterns of text at each grade level. Are these organizational patterns of text the same as the types of structural patterns referred to in the Literary Nonfiction TEKS noted across the grades?
- Academic Language
 - Structure of Fiction (as opposed to “elements of fiction?”)

The term “structural patterns” refers to the stable pattern that emerges when the various elements – the “parts” - come together to form the “whole.” With this definition in mind, *literary* nonfiction implies that a writer may construct text in any number of ways. Literary nonfiction is not limited to the organizational patterns normally associated with nonfiction texts.

References to organizational patterns are found in the reading strand -

Reading/Comprehension of Informational Text/Expository Text. The term “organizational patterns” refers to the pattern an author constructs as he organizes his ideas and provides supporting details. Examples of commonly used patterns are cause and effect, problem and solution, description, order of importance, etc.

References to structural patterns are found in the reading strand -

Reading/Comprehension of Literary Text/Literary Nonfiction. The term “structural patterns” refers to the stable pattern that emerges when the various elements – the “parts” - (character, setting, theme, plot, etc.) come together to form the “whole.”

“Structure of fiction” refers to a broad view of fiction - how a literary work is constructed or put together. “Elements of fiction” refers to terms such as setting, characters, plot, theme, etc.

59. The recently posted TEKS for Proclamation 2010 includes a page labeled Figure 19:TAC 110.10(b) Reading/Comprehension Skills. It is unclear where these TEKS fit into each grade level, given the fact that they are not coded. Could clarification be given on these TEKS? Also, the TEKS found on this page repeat some of the information provided in the Reading/Beginning Reading/Strategies TEKS at grades K, 1, 2, and 3. Yet, they are labeled “Comprehension/Reading Skills.” Are there preferred definitions of reading strategies and reading skills?

It is the publisher’s responsibility to address strategies and skills listed in the TEKS. The publisher may include additional strategies and skills at their discretion.

60. At the August 4 Publisher’s Meeting, TEA acknowledged that there are some TEKS that cannot be covered in student materials specifically. The TEA asked publishers to identify those TEKS for consideration:

TEKS difficult to cover in student materials

Clarification is needed on what is considered student material at Kindergarten and Grade 1. If a student interacts with a specific material such as a big book or teaching chart in a group setting with the teacher and the student performance clearly demonstrates the student expectation of the TEKS, could that material be noted as coverage of the TEKS in student materials?

For example, could a big book title be referenced as coverage for Kindergarten TEKS.4(B): ask and respond to questions about text read aloud if students are directed in the TE to ask and respond to questions about that big book?

Regarding the other grades, if the teacher edition instructs the student to use a student material, such as the student anthology, to perform a student expectation, could that student material be cited for TEKS coverage if the instruction or wording from the TEKS is not noted in the student materials?

For example if students are instructed in the teacher's edition to use background knowledge or to reread a portion of the text to make corrections or adjustments when understanding breaks down, could the student anthology that the students are asked to read to be cited for coverage of Grade 3 TEKS 2(C): establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., using background knowledge, re-reading a portion aloud.)

Specific TEKS that may be difficult to cover in student materials

Kindergarten

Print Awareness

1A: recognize that words can be represented by print for communication

1E: recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of words boundaries (e.g. through kinesthetic or tactile actions such as clapping and jumping)

1F: hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.

Phonological Awareness

TEKS 2(A-I)

Considering that the student expectation is to perform these tasks orally, must these TEKS be covered in student specific materials?

4(B): ask and respond to question about texts read aloud

6(D): recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk talks from various cultures

Writing Process

13(A): plan a first draft by generating ideas for writing through class discussion

13(C): revise drafts by adding details or sentences

13(D): edit drafts by leaving spaces between letters and words

13(E): share work with others

Research/Research Plan TEKS 19(A-B)

Research/Gathering Sources TEKS 20(A)

Grade 1

Phonics

1(E): read texts by moving from top to bottom of the page and tracking words from left to right with return sweep

Phonological Awareness

TEKS 2(A-F)

Considering that the student expectation is to perform these tasks orally, must these TEKS be covered in student materials, specifically?

3: monitor accuracy of decoding

4(B): ask relevant questions, seek clarification, and locate facts and details about stories and other texts

4(C): establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g. identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

Writing Process

17(A): planning a first draft by generating ideas for writing

17(B): develop drafts by sequencing ideas through writing sentences

17(C): revise drafts by adding or deleting a word, phrase, or sentence

17(D): edit drafts for grammar, punctuation, comma, and spelling using a teacher-developed rubric

17(E): publish and share writing with others

Research/Research Plan TEKS 23(A-B)

Research/Gathering Sources TEKS 24(A)

Grade 3

Phonics

1(E): monitor accuracy in decoding

2(C): establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., using background knowledge, re-reading a portion aloud.)

These concerns will be addressed in the break outs. The break out document includes a column that designates if coverage should appear only in teacher materials or in both teacher and student materials.

61. The following are examples of TEKS that are difficult to cover in student materials. Many are oral activities. A strategy for covering all the break-outs five times in student materials is needed. These TEKS would be covered sufficiently in the teacher materials for the reading program.

Phonological Awareness Displaying words in print will draw upon a student's decoding, or phonics, knowledge, rather than his or her phonological awareness. For example:

Grade K TEKS 2(A) requires that a sentence be presented orally so that students can then identify it as a group of words. Because of the need for an initial oral prompt, representing this standard in student materials is problematic.

Grade K TEKS 2(B) also requires words be presented orally so that students can then identify syllables. Standards requiring initial oral prompts, such as this one, are best teacher-directed. A strategy is needed for adapting to student materials.

Grade K TEKS 2(E) is achieved by the teacher's naming words orally and by children listening for the beginning sounds in those words. The TE provides directions and samples for the teacher. For a child to complete a similar activity, he or she would need to decode the samples to determine alliteration.

If Grade 1 TEKS 2(D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr) were put into print, it would trigger the phonics substrand.

Phonics: In Grade 2 TEKS 2(H), students are asked to monitor accuracy of decoding. Students must demonstrate understanding not only of decoding, but also of their ability to simultaneously monitor their accuracy. If partners, rather than individuals, could monitor decoding accuracy, each student could better attend to each objective.

I, a, and the: These words have not been considered decodable until specific phonic elements have been taught.

For example, when long i spelled i was taught, the word I was considered decodable; a and the became decodable once schwa was taught.

Because I and a are both known letters, can they be considered decodable as soon as the letters are introduced?

Because one of the dictionary pronunciations for the has the long e sound, can the be considered decodable once digraph th and long e spelled e are taught?

These steps may improve the quality of decodable text.

Strategies

Grade K TEKS 4(B) asks students to ask and respond to questions about texts read aloud. Because of the teacher-directed and oral nature of this objective, a strategy is needed to determine how and where to place it in student materials.

Grade 1 TEKS 4(C) asks students to establish a purpose for reading and to monitor their reading comprehension. Because of the teacher-directed nature of this objective, a clear way to show student demonstration in student materials is needed.

Grade 2 TEKS 3(B) asks students to ask relevant questions about stories and other texts. Because of the teacher-directed and oral nature of this objective, a strategy is needed to determine how and where to place it in student materials.

In addition to the above, please clarify the following TEKS objectives:

Oral and Written Conventions/Conventions

Grade K TEKS 16(A) asks students to use parts of speech (e.g., verb tenses, nouns, descriptive words, etc.) in the context of speaking. Because of the teacher-directed and oral nature of this objective, a strategy is needed to determine how and where to place it in student materials. This also applies to TEKS 2.21A.

Reading/Media Literacy

Grade K TEKS 12(A) requires students to identify different forms of media, such as advertisements and radio programs. Such media is not difficult to represent authentically in student materials.

Grade K TEKS 12(B) requires students to identify media techniques, such as sound and movement. Techniques are best demonstrated through authentic media that the teacher would gather and display. A strategy needs to be found for adapting this standard to student materials.

These concerns will be addressed in the break outs. The break out document includes a column that designates if coverage should appear only in teacher materials or in both teacher and student materials.

62. Can the research plans and their consequent enacting, as called for in TEKS 2.24, 3.25(B), 4.23(B), and 5.23(B), be performed for projects besides written research reports -- i.e., smaller projects?

These TEKS are not part of Proclamation 2010.

63. What is TEA's educational philosophy regarding reading instruction?

TEA and its agents cannot determine or designate strategies, philosophies, theories, etc. that should appear in instructional materials.

64. The middle school reading elective (6-8) is currently not correlated to the four Texas Assessments Knowledge and Skills (TAKS) test objectives. And we know, TEKS expectations are group under objectives for the regular reading TEKS. Will the agency correlate the Middle School elective reading to the TAKS objectives?

At this time, TEA has no plan to correlate the TEKS for the middle school reading elective to the TAKS objectives.

65. A question regarding the TEKS requirement for the Middle School adoption for the reading elective grades 6-8: What we are not sure about is the TEK coverage and requirements. The TEKS with this call seem to be tied to the grade span 6-8 and not to individual grades. Is there a statement from the TEA or a position that could guide us to ensure we have the proper coverage? Any insight or guidance you could provide would be helpful.

While the newly adopted TEKS for the middle school reading elective apply to all middle school grade levels (6-8), each grade level is treated separately within the school. (For example, the reading elective for grade 6 is assigned a different PEIMS number than the reading elective for grade 7). In the past, materials for the middle school reading elective were created specifically for each grade level (e.g., grade 7, grade 8). Proclamation 2010 calls for separate instructional materials for each grade level.

66. Grade 3 TEKS 20, 28, and 26 refer to a "brief composition" or a "brief written explanation." Please define "brief."

These TEKS are not part of Proclamation 2010.

67. In Grade 4 TEKS 3(B), what is the distinction between "traditional literature" and "classical literature?"

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.

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

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

69. 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;

“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.

70. In Grade 5 TEKS 18(C), is a response to an expository text the same as a summary?

Grade 5 TEKS 18(C) is not part of Proclamation 2010.

71. Grade K TEKS 11: Students understand how to glean and use information in procedural texts and documents. In addition to how-to texts, would directions be considered a procedural text?

Kindergarten (11) 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 pictorial directions (e.g., recipes, science experiments);

The student expectation 11(A) specifically references pictorial directions.

72. Grade K TEKS 14(B): Students are expected to write short poems. This standard, unlike some others at K, does not include the notation “with adult assistance.” Are children expected to write poems without adult assistance? Is transitional/invented spelling acceptable?

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and

(B) write short poems.

As with many tasks in the kindergarten classroom, the teacher will determine the level of support to provide for each student when implementing the standards. TEA and its agents cannot determine or designate strategies, philosophies, theories, etc. that should appear in instructional materials.

73. Grade K TEKS 23: Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time. Are there other “agreed upon rules for discussion” to which we should be referring?

TEA and its agents cannot provide lists and/or rules unless the lists and/or rules are specifically cited in the TEKS. “Commonly used lists” and “agreed upon rules” should be chosen or created at the publisher’s discretion.

74. Grade 1 TEKS 3(H): Students are expected to identify and read at least 100 high-frequency words from a commonly used list. Are there specific commonly used lists that should be used for grade 1? For grade 2? (Examples: Fry’s Instant Words Lists (1-1000) and the Dolch List of Basic Sight Words)

TEA and its agents cannot provide lists and/or rules unless the lists and/or rules are specifically cited in the TEKS. “Commonly used lists” and “agreed upon rules” should be chosen or created at the publisher’s discretion.

75. 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).

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.

76. Grade 3 TEKS 8(A) Students are expected to sequence and summarize the plot’s main events and explain their influence on future events. Can “influence on future events” be interpreted as cause and effect?

(8) 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:

(A) sequence and summarize the plot’s main events and explain their influence on future events;

It is possible, but it is not limited to cause and effect.

77. Grade 3 TEKS 18(B): Students are expected to write poems that convey sensory details using the conventions of poetry (e.g. rhyme, meter, patterns of verse). Does "patterns of verse" mean "rhyme scheme"?

(13) 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:

(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;

“Patterns of verse” refers to the regular or predictable arrangement of sections or lines of poetry. “Rhyme scheme” refers to the pattern of rhyming lines (ABAB, ABBA, etc).

78. Grade 3 TEKS 26(A)(i): Students are expected to follow the research plan to collect information from multiple sources of information, both oral and written, including student-initiated surveys, on-site inspections, and interviews. What is an on-site inspection? Does this mean a field trip, visit to a museum (or other place)?

These TEKS are not part of Proclamation 2010.

79. 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.

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

80. Grade 5 TEKS 18: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. What are examples of work-related texts that students might be expected to write?

Grade 5 TEKS 18 is not part of Proclamation 2010.

81. Grade 2 TEKS 5(D) - Alphabetize to which letter?

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

(D) alphabetize a series of words and use a dictionary or a glossary to find words.

Alphabetize to the second or third letter.

82. Kindergarten TEKS 14 - Should this say “with adult assistance”?

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and

(B) write short poems.

As with many tasks in the kindergarten classroom, the teacher will determine the level of support to provide for each student when implementing the standards.

83. 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.

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.”

84. 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

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

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

85. 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.

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

86. Grade 6 TEKS 9 - If students are “expected to compare and contrast the stated or implied purposes of different authors writing on the same topic”, and the “or” in this statement is not optional, how should we distinguish between whether “or” is optional in any of the TEKS?

(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.

Decisions regarding the use of “or” will be made based on the context of each student expectation. Publishers are encouraged to refer to the break outs for guidance.

87. Page 19 - Grade 1 TEKS 3(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick) - Can you provide a list of words in the –onk family?

(D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);

TEA and its agents cannot provide lists unless the lists are specifically cited in the TEKS. Lists should be chosen or created at the publisher’s discretion. It is important to note that examples provided in the TEKS (within the e.g. statements) do not necessarily have to be part of the publisher’s materials.

88. Page 30 - Grade 3 TEKS 4(A) identify the meaning of common prefixes (e.g., ing-, dis-)... Is this a typo (there aren’t any ing prefixes).

The reference to *ing-* is not present in the final draft.

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

(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

89. Page 25 - Grade 2 TEKS 3(b)(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks). Does this mean handwriting (written and printed)?

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).

No. This standard is in the reading strand and is intended to address features of print.

90. Page 25 – Grade 2 TEKS 3 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions - The term “idea” is not clear here. Please clarify.

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

In this case, “ideas” can be interpreted to mean a wide range of tools a student may use to make and confirm predictions. Those tools can range from the concrete (such as text features) to the abstract.

91. 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?

“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.

92. Page 26 – Grade 2 TEKS 6(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.- What would constitute an example of “contemporary folktale”?

(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:

(B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

It is a folktale that is placed in a contemporary setting.

93. Page 26 – Grade 2 TEKS 8 Reading/Comprehension of Literary Text/Drama. Students understand, and make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays. - What constitutes an “informal play”?

(8) 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 identify the elements of dialogue and use them in informal plays.

Informal classroom drama (or informal play) is an activity in which students invent and enact dramatic situations for themselves, rather than for an outside audience. (from NCTE Guidelines)

94. Page 27 – Grade 2 TEKS 13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text. Same as above: - What is the distinction between cultural, historical, and contemporary?

“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.

95. Page 27 – Grade 2 TEKS 14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to: - Is there a difference in "informational text" and "expository text?" It appears that expository text is a type of informational text?

Looking at the TEKS, the tag lines first denote informational text and then list specific kinds of informational texts – expository, persuasive, and procedural.

96. Page 35 – Grade 4 TEKS 3 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.- Are certain cultures expected to be covered?

Decisions such as those regarding representation of cultures are to be made at the publisher’s discretion.

97. 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.

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

98. 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.

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

99. 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;

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.

100. 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?

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.

Spanish Requirements/Versions

101. Are Spanish materials considered a separate adoption?

No. Spanish materials are considered part of the same adoption as their corresponding English materials. They are called for in the same Proclamation and are reviewed and adopted at the same time.

102. Should a publisher submit only student materials, or both student and teacher materials in Spanish?

Proclamation 2010 calls for student materials in Spanish at grades K-6. Teacher materials in Spanish are optional.

103. Must the Spanish materials be stand-alone and totally localized in Spanish, both the content and the delivery system (or management system in the case of digital materials)? Or may it be a bi-lingual approach with blended elements both in Spanish and in English within the context of an English-based delivery system?

If you are submitting a Spanish program, along with TEKS coverage, the entire product must be in Spanish – everything the student reads and does must be in Spanish. The content may include translated materials or original. It is up to the publisher to decide.

104. Should the Spanish TEKS practice questions in the Spanish program directly translate the questions in the English program, or should they be different? If different, what sort of changes would the agency like to see in the Spanish version?

The practice questions must be in Spanish. They may be translated from the English or authentic to include aspects of the students' culture. The decision on what to include is up to the publisher.

105. Should a publisher submit ancillaries and technology support in Spanish, or is the core basal program sufficient?

The Proclamation calls for Spanish materials for grades K-6. State-adopted instructional material has to be comparable in both languages. Ancillaries are not reviewed for coverage of the TEKS nor are they state-adopted. The primary responsibility for publishers with regard to ancillaries is their equitable distribution, as described in Chapter 31 and in 19 TAC Chapter 66.

106. Question on Spanish Language Arts TEKS: When will the official TEA Spanish translation of the Language Arts TEKS be available to publishers?
- The Spanish Language Arts TEKS are for use in the bilingual classroom and are written in English. Those TEKS are available in draft form on the TEA website. Second reading and final adoption is scheduled for the September 2008 SBOE meeting. Spanish translations will be completed as soon as possible after final adoption of the TEKS.
107. When will the Spanish Language Arts TEKS be available to publishers?
- The Spanish Language Arts TEKS are now available in draft form on the TEA website. They are scheduled for second reading and final adoption in September 2008.
108. Will the Spanish Language Arts TEKS reflect appropriate modifications in the areas of phonics, spelling, and grammar?
- Phonics, spelling, and grammar have been carefully scaffolded commensurate to the needs of ELL students by the Spanish language arts TEKS Writing Committee.
109. With respect to the Spanish Language Arts TEKS, will there be a decodability percentage requirement for grade 1 reading selections? If yes, will guidelines for calculating decodability be made available?
- No. Because of the consistent grapheme-phoneme correlation in Spanish, decodability is not an issue.
110. Is there any current documentation or research TEA will use as a reference regarding selection of high-frequency words and vocabulary in Spanish texts?
- Lists should be chosen or created at the publisher's discretion.
111. It is a good idea to offer Spanish products that parallel the English materials?
- The TEA cannot give advice about what types of materials a publisher should offer. In the past, publishers have submitted Spanish versions of their submitted English materials.
112. Please confirm that the requirement that publishers submit electronic files of printed student components includes Spanish versions of student products submitted.
- Yes.
113. Is there a place on the agency web site that lists the Spanish requirements? If so can you give me that web address?
- Yes. The URL is: <http://www.tea.state.tx.us/teks/SLATEKS.html>

ELPS, ESL and ESOL

114. Please confirm that the English Language Proficiency standards 2, 3, 4 and 5 are the only ELP standards that need to be covered in the 2010 proclamation materials. Clarification on the specific requirements for the coverage of the standards in the 2010 proclamation materials is also needed.

In order to be conforming, the Texas Administrative Code (TAC) Chapter 74.4 Subchapter A of the required curriculum subsections (c)(2-5) need to be covered. They include:

- (2) Cross-curricular second language acquisition/listening. (9 student expectations)
- (3) Cross-curricular second language acquisition/speaking. (10 student expectations)
- (4) Cross-curricular second language acquisition/reading. (11 student expectations)
- (5) Cross-curricular second language acquisition/writing. (7 student expectations)

115. I understand that ELPS for grades 9-12 are supposed to cover the major content areas. Does this also include electives?

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.

116. Is the purpose of the English Language Proficiency Standards TE for Grades 9-12 to provide teacher materials that supplement the ESOL I-II call or is there a different purpose for those materials?

The purpose of the Teacher Editions for grades 9-12 is to supplement all content areas by providing general strategies to 9-12 teachers for working with English language learners. They have to include TAC 74.4 (c) 2, 3, 4, & 5.

117. 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)?

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.

118. If a publisher does not submit teacher materials for English language proficiency standards for adoption, must they then address the standards in each high school subject in which materials are submitted? Likewise, if a publisher submits materials for teachers that address the standards, must they still meet the standards in each high school product submitted

The ELPS must be addressed in each content area as proclamations are issued, whether or not publishers submit teacher materials for ELPS grades 9-12 called for in Proclamation 2010. Yes, if a publisher submits materials for teachers that address the standards, they must still meet the standards in each high school product submitted.

119. The web portal that you mentioned that will have the information about the ELPS, when do you expect that will be available and what will be the degree of detail in terms of fleshing out the expectations of those within the content areas?

We expect the portal to be available Fall 2008.

120. With regard to the ELPS and the teacher materials that you were mentioning, is there a particular format you have in mind, or do we determine the best way to do that and you don't provide?

This is at the discretion of the publishers.

121. How can grades K-5 ELAR instructional materials best address the Limited English Proficient Students (LEP) who are required to receive only ESL services?

The K-5 ELAR instructional materials incorporate the English Language Proficiency Standards, which modify the instruction to make the English Language Arts and Reading content area accessible to the English language learners who are receiving only English as a second language service.

122. Must each broken out ELP Standard for each domain (Listening, Speaking, Reading, Writing) be covered for each English proficiency level (Beginning, Intermediate, Advanced, Advanced High)? In other words, must we cover one broken out standard 3 (or 5) times for Beginning, 3 (or 5) times for Intermediate, 3 (or 5) times for Advanced, and 3 (or 5) times for High Advanced?

It is not required for each of the Proficiency Level Descriptors (PLDs) to be covered within all of the domains. It is the publisher's discretion to present the ELPS, incorporating as many PLDs as they deem necessary to convey the knowledge and skills based on the guidelines stated in the introduction.

123. Since the current TEKS for K-8 ESL that are now in Chapter 128 will be repealed following approval of the revisions to the English language arts and reading TEKS at the May meeting, does that mean that the K-8 ESL programs should be based on the revised English language arts and reading TEKS with the additional English Language Proficiency Standards listed in Sections (c)(2-5)?

[Clarification pending]

124. Are there other expectations for ESL, K-8 programs in order to be conforming?

No.

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

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.

126. The English Language Proficiency Standards, Domains 2-5, as shown in Proclamation 2010, are the TEKS for ESL K-8 and 9-12 submissions. Does this mean that they must also be met 3 times in both the student and teacher materials?

Yes. 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 both the student and teacher versions. This applies to the ESOL materials in Proclamation 2010. There are only teacher materials requested for ELPS Grades 9-12 in Proclamation 2010. ESL K-8 materials are called for in Proclamation 2011.

127. In subjects other than ESL and ESOL, am I correct in my assumption that the review panels will be evaluating the submissions to ensure that the English language proficiency standards are an integral part of the materials-but that they do not have to be covered five times as in the ESL and ESOL materials?

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 and embedded in the non-ESL or ESOL subjects. If the SBOE indicates a number higher than three times, it will be included in the proclamation for that subject. The SBOE has not indicated that TEKS must be covered more than three times for Proclamation 2011.

128. What is the requirement for the number of times each English Language Proficiency Standard must be covered in materials submitted for Proclamation 2010?

3 times.

129. English language proficiency standards must be addressed in all subjects in Proclamation 2010. For evaluation purposes, will the reviewers be looking for five instances of coverage at K-3 and three instances of coverage of standards at 4-12?

No. The ELPS must be met three times, regardless of grade level.

130. Would it be possible for the publishers to get an example of the “break out” for a standard? Will “break outs” for all the ELPS be provided to publishers? If yes, when will they be provided?

<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease;</p>	<p>1. distinguish sounds of English</p>
		<p>2. distinguish intonation patterns of English</p>

Yes. The ELPS break outs will be provided in October 2008.

131. When correlating to the ELPS at a particular grade level, please confirm that publishers are not expected to correlate to each specific skill listed in a student expectation if that skill IS NOT required in a particular grade level TEKS. For example ELPS 2(B) refers to silent letters and consonant clusters which are not called for in the grade K TEKS. Therefore there will be no correlation to that skill in grade K.

Break out documents will address which ELPS are to be addressed at each grade level.

Process Related

Submission Requirements

132. Are there formal state rules that govern publisher requirements for district samples following the state adoption?

Yes. According to Texas Administrative Code, Title 19, §66.101 (b), publishers are required to provide a completed sample of adopted instructional materials to each school district or open-enrollment charter school that requests one. Samples of instructional materials provided to school districts shall be labeled “Sample Copy- Not for Classroom Use.”

133. Will the agency require that publishers submit explicit documentation regarding the research-based practices and studies they have conducted on the effectiveness of their instructional materials? If so, in what format?

No. The TEA will not require documentation.

134. May we submit a program that is already on the state’s adoption list into this adoption?

ELA/Reading programs currently on the state’s adopted list will expire at the end of the 2009-2010 school year. New materials will be in classrooms at the beginning of the 2010-2011 school year. Any program submitted for Proclamation 2010 must cover the newly adopted ELA/Reading TEKS.

135. Please confirm that a publisher who submits an English Language Arts program is required to meet TEKS that are covered in both Proclamation 2010 and Proclamation 2011.

For Proclamation 2010, publishers are not required to submit an ELA/Reading program that meets *all* TEKS except for K-1. Please refer to Proclamation 2010 to see a list of the TEKS that must be met for this proclamation. Proclamation 2011 contains a list of the TEKS that must be met in that proclamation.

136. We’ve heard [the terms] student version, student edition, student materials. Chapter 66 refers to the student component. Can we have a definition what the panels will be looking for? For example, they’ll be looking for three instances of TEKS coverage in the student component, correct?

Yes. That is correct.

137. So anything that is an official part of the bid for students would be the components?

Yes. We were very careful not to use the word “edition” because “edition” tends to reference the book. If it says the student “version,” or the student “material,” or the student “component,” that is a broader interpretation of what the student would be using.

Again, going back to the definition of instructional materials, while many materials are books, they’re not the only part of many bids.

138. So then if the component is the official part of the bid is the student component and can have multiple products so the panel is looking through all of those products for coverage of the TEKS, correct?

Yes.

139. Please confirm that a component that includes ELAR manipulatives may be submitted for approval/adoption.

Yes. If the component and ELAR manipulatives are required to meet the TEKS coverage, they should be included as part of the Statement of Intent to Bid and submitted for panel review.

140. Is a publisher required to submit a program for all grade levels, or can a publisher submit a program for just one grade level? Does this affect the probability of the review panels approving the program?

Publishers may submit for only one grade level. It will not affect the probability of the review panel approving the program.

141. Does a publisher's decision to offer blackline masters as part of the teacher's resources or a consumable workbook that the district must pay for (versus offering a free consumable workbook) affect the review panel's decision about placing a program on the adoption list?

No. All programs submitted will be reviewed for TEKS coverage. Panel members do not take cost to the district or to the state into consideration during the review.

142. Our program comes in both workbook and kit format? Can we bid both as alternative format options?

Yes. Each program may be submitted, but each program will be reviewed separately for TEKS coverage, for errors, and for manufacturing standards and specifications unless specifically noted in the Proclamation. Keep in mind that your student edition price will be based on the per student unit price reflected by the maximum cost for that grade level.

143. We currently publish a classroom kit of 24 at grades 1-3. In these kits there are multiple copies of each lesson that are put into file folders and stored in bins (all of this is provided with the program). Is Texas requiring per student materials (aka student workbooks) or will classroom kits be allowed?

Classroom kits may be submitted. However, publishers who bid systems rather than student editions which are adopted by the state will be paid by the state on a per unit (student) basis based on the student edition maximum price as called for in Proclamation 2010. For example, if the SBOE establishes a maximum cost of \$50 for a student edition in a given subject, and a publisher bids a \$1,000 system, at least 20 students must be served in order for the publisher to be paid the entire \$1,000. If the district has less than 20 students in the class(es), the publisher will be responsible for collecting a portion of the cost from the district.

144. Is a teacher-training component of a program considered a necessary part of a submission?

No. A teacher training component is not required for adoption. All submissions included as part of the Statement of Intent to Bid will be reviewed for TEKS coverage, for errors, and for manufacturing standards and specifications.

145. We'd like to get clarification on the requirements for labeling sample materials provided to school districts. Is the publisher required to label every single item in a submission including manipulatives, charts, and posters?

Yes.

146. Will manipulatives and hands-on materials be considered in either the conforming or non-conforming categories if they are submitted along with an extensive Teacher's Guide that aligns the materials to the TEKS for that grade level?

Yes. If the manipulatives and hands-on materials are required to meet the TEKS coverage, they should be included as part of the Statement of Intent to Bid and submitted for panel review.

147. We would like to attach a packet to the endpaper of a textbook for holding a CD-ROM disc. Would this be allowable under the MSST?

No. Although the MSST (Manufacturing Standards and Specifications for Textbooks) is silent on this possible feature in a textbook, the intent of the specifications would disallow its use for the following reasons: 1) no instructional material shall be printed or attached on any page of the endsheets unless reproduced elsewhere in the book; 2) by attaching the disc to the endpaper, the disc becomes an integral part of the textbook, but because of its nature, it has to be removed from the book to be used. This subjects it to being lost or damaged, which is contrary to the very reason for the binding specifications, which try to permanently incorporate all instructional material within the covers of the book.

148. Does the teacher's edition of a textbook need a state property label?

No. The requirement to include the Uniform State Label (USL) in teacher's editions was eliminated effective August 15, 2002 from the MSST.

149. Are soft cover books allowed to be submitted? Does this depend on whether the text is the main student text, a consumable text, or a teacher component?

Yes. Some soft cover textbooks are allowed (consumables, workbooks). Please refer to the Manufacturing Standards and Specifications for Textbooks (MSST) adopted by the SBOE for more details. You can find additional information at www.bmibook.org.

150. Does the section below indicate that the term of the materials contract is for a maximum of 4 years?

19 Texas Administrative Code (TAC) §66.24(c). Review and Renewal of Contracts. Publishers awarded new contracts shall be prepared to make the adopted instructional materials available for at least one extended contract period of not more than four years at prices the commissioner of education approves.

No. The initial contract is for a 6-year period. The materials on the original contract are subject to re-adoption for periods ranging from 1-4 years following the initial 6-year contract period.

151. Do all submissions need to have a 13 digit ISBN, as per the industry change effective January 1, 2007?

Yes.

152. Can a publisher use a unique reference number instead of the ISBN for the Teacher Resource System? All products contained in the Teacher Resource System have assigned ISBN numbers.

No. A publisher may not use a unique reference number instead of an ISBN.

153. Can the same ISBN be bid in both the English and Spanish category if it meets the TEKS?

No. Since they are in different languages, they must carry different ISBNs. While TEKS are the same, the content may be different and the programs are reviewed by different panels.

154. As part of the Statement of Intent to Bid form, can the 13 digit ISBN for my student system in the component section also be used to identify the program section?

Yes.

155. There is a deadline in the proclamation of April 17, 2009 submitting samples. I also noticed that on May 8 2009, three weeks later, TEA provides instructions to publishers of delivery of materials for review. Should the instructions to publishers for delivery of materials for review come before the deadline of samples?

No. They are two different dates. Official sample copies are due in April to both TEA and the regional education service centers. This is so the public has an opportunity to review them prior to the panel review meetings. By May 8, 2009, TEA provides instructions to publishers on how/where to ship those same instructional materials for our panel review meetings. Following adoption of the materials, you'll also have an opportunity in spring of 2010 to provide the final, corrected copies of your instructional materials that will be the actual editions that go into classrooms.

156. How complete does the product need to be by April 17, 2009?

Samples of student and teacher components of instructional materials submitted for adoption must be complete as to content and representative of finished format. Electronic materials, including Internet-based products, must be representative of the final product and completely functional. If the materials are adopted, any subsequent changes to the content must be approved by the SBOE. Any changes to the format that do not change or affect content must be approved by the commissioner of education.

157. Can publishers submit hard bound copies and/or folds of sample materials, as long as they are complete as to content and represent the finished product?

No. All samples must be in their final format. Samples must be bound using the same method that the final products will be bound when they are sent to schools.

158. Please confirm the firm date by which final format, final bound materials would be required for the adoption.

April 17, 2009 for English programs; May 22, 2009 for Spanish programs.

159. Please confirm that less-than-final material (i.e. manuscript or galleys) can be submitted up until the April 2009 deadline for publishers to file for approval four copies of instructional materials adopted under Proclamation 2010. Furthermore, up until the April 2009 deadline, is a publisher allowed to make editorial changes or only state required changes and corrections?

Materials do not have to be submitted prior to the April 2009 deadline. Texas does not accept less-than-final materials at anytime during the review process. According to Texas Administrative Code, Title 19, §66.54 (a), samples of student and teacher components of instructional materials submitted for adoption shall be complete as to content and representative of finished format. The SBOE must approve any changes to the content after that point. Requests for approval are not being granted during the first year of the original contract unless it is determined that changes in technology or curriculum warrant. The commissioner of education must approve any changes to format that do not affect content.

160. Is it possible to bid the same program in two different bid categories (e.g. could we bid a program in both the Reading 2-5 and the English as a Second Language K-8 bid category)?

Yes. There is no statute or rule preventing publishers from submitting a program in more than one category.

161. Will partial grade span programs be accepted (e.g., within Reading 2-5 call, could we bid a program that is only grade 2)?

Yes.

162. Will supplemental programs (Tier 2 type programs), be accepted, or is this a core/basal call only?

Proclamation 2010 is a call for basal programs only. Supplemental programs may be included in future proclamations.

163. Will any of the bid categories include a specific call for intervention programs?

Proclamation 2010 is a call for basal programs only. Future proclamations may call for intervention programs.

164. In Texas for the grade levels being sought, what are the classroom size ratios? Will all grade levels and bid categories be 22:1 as was in Proclamation 2005?

Publishers determine the ratio of teacher materials to student material for their programs. They must indicate the ratio on both the Statement of Intent to Bid and the Instructional Materials Bid: A 22:1 ratio is recommended for elementary grade levels.

165. As in Proclamation 2005, please confirm it is a publisher requirement to provide districts with free Teacher Edition materials according to ratio? Secondly, please confirm the state will not pay for Teacher Edition materials or Teacher Aids unless you specifically call for them as part of the Proclamation?

Yes. Both of these are correct.

166. Does the state govern rules surrounding copyright dates, e.g., rules by which textbooks can not be submitted if it has a 2003 copyright or earlier?

No.

167. Does the state govern rules surrounding print editions, e.g., state only adopts materials that are 2nd printing or later?

No.

168. What is the requested/advised combination of print and technology instruction? For example, 80% print and 20% technology instruction? Is this different for conforming or non-conforming?

There is no required ratio of print to electronic materials. In the past, publishers have submitted only print materials, only electronic materials, or both. The ratio has no bearing on whether the materials are identified as conforming or nonconforming.

169. Do electronic versions of the student textbooks count as another instance of meeting each TEKS?

Not if it's the same thing as the print version and is just two different formats.

170. What is the best guess as to when electronic textbooks will be part of the proclamation?

Electronic textbooks are considered in the same process and with the same criteria as print textbooks. Electronic textbooks have been submitted for previous proclamations for several years.

171. By current understanding, to be an electronic textbook what is the criteria?

The Texas Education Code defines an electronic textbook as “. . . computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means.”

172. For TEKS that are covered via online activities and referenced in the teacher manual, please confirm that a) online activities are to be listed as part of either the student or teacher component in the bid materials; and b) providing a temporary password and user identification for state review of online activities is acceptable.

The answer for both questions is Yes. 19 TAC §66.54 outlines specific requirements for publishers to follow regarding the submission of sample materials for review as part of the official adoption.

173. Would an exact copy of the teacher edition textbook in PDF qualify as an electronic textbook?

Typically, the teacher edition is not considered the textbook. Student materials in PDF of print materials could be considered an electronic textbook.

174. Would the electronic books need to be on CD / DVD for each student?

The method by which electronic materials are delivered to students is determined by the publisher and must be as indicated on the Statement of Intent to Bid.

175. Could the book be on one CD / DVD and placed on campus / district system?

The method by which electronic materials are delivered to students is determined by the publisher and must be as indicated on the Statement of Intent to Bid.

176. Would the preference be for the publisher to host a website so the textbooks could be viewed online?

The method by which electronic materials are delivered to students is determined by the publisher and must be as indicated on the Statement of Intent to Bid.

177. Please confirm that publishers are not required to develop electronic versions of every print product for submission by April 2008.

Publishers are not required to submit electronic versions of instructional materials along with print materials. Publishers are required to submit electronic files for Braille production of student components.

178. Can a publisher submit a sample of each type of technological components to be submitted, or do the complete versions of each technological component need to be submitted? Does this depend on whether the component will be an essential part of the program or ancillary materials?

A publisher must submit complete copies for review by the state review panels. Ancillary materials are not submitted for review by the panels. Publishers may send representative samples of state-adopted technology submissions to the school districts. It is up to the publisher to determine configuration of ancillary samples, as long as ancillary samples and the ancillaries themselves are provided in an equitable manner across the state.

179. Please confirm that publishers will be required to submit electronic files for Braille production of student components only (e.g., files are required for each printed product included in a student component)?

Yes.

180. Please confirm that electronic files for Braille production for any products included in a teacher component are not required.

Not unless we receive a request from a teacher that is sight-impaired. This has not occurred in the last 8 years.

181. Regarding the NIMAS requirements, will software products that deaf or blind students will be unable to use pose a problem getting adopted in the State of Texas?

The NIMAS requirements are for print products only. Publishing companies submitting electronic instructional materials are required to comply with the technical standards of the Federal Rehabilitation Act, Section 508. www.Section508.gov

182. What should publishers include in their bid regarding Teacher Editions as specified in 19 TAC §66.51?

Publishers who submit a teacher's component shall clearly identify a student's component to teacher's component ratio (SE:TE) in the bid and may identify separate ratios for separate components, for example, teacher's wraparound component or for electronic versions of these components. This ratio will be used for the duration of the original contract and any contract extensions. Publishers who submit a teacher's component shall provide a minimum of one teacher's component to each school district that places an order for those student components.

As stated in 66.51 (6), the official bid shall include separate prices for each item included in an instructional material submission. (Individual component prices are listed to show school districts the replacement costs of components and not to reflect publisher's bid prices for these components.)

183. Will a district receive a Teacher Edition if the class has fewer students than the ratio identified in the publisher bid?

Yes. The publisher will provide one Teacher Edition for each order of student materials up to the ratio in the publisher bid. Once the student count exceeds the ratio, the district is eligible for a second Teacher Edition. For example: The publisher identified a ratio of 22:1 in their bid. A district with an enrollment of 1-22 students in the course would receive 1 Teacher Edition. A district with an enrollment of 23 students in the course would be eligible for two Teacher Editions.

184. Our district is opening a new campus and will have approximately 15 students in each class the first year. Will we have enough teacher editions for our new campus?

The district has the discretion to allocate teacher editions. The number of teacher editions is based on the district student enrollment for the grade level or course. For example, the district has a total enrollment of 550 students in the course. The publisher identified a ratio of 22:1. The district would receive 25 teacher editions from that publisher.

185. Which teachers are eligible for a teacher edition?

The distribution of teacher editions is at the discretion of the district. It is assumed that each classroom teacher teaching the course would receive a teacher edition and remaining editions would be distributed on an as-needed basis: (i.e., for special education teachers, home bound teachers, curriculum coordinator, etc). Publishers are encouraged to also provide the teacher edition in an electronic format such as CD, DVD or as an online product. Districts may also purchase teacher editions at the replacement cost identified in the publisher bid.

Consumables

186. Does Proclamation 2010 call for consumables at grades K-2, and what does this mean for publishers?

Proclamation 2010 does not call for consumables at any grade level. Publishers who submit consumable materials must agree to supply the consumable component for the duration of the contract at no additional cost to the school district. Publishers must arrange with school districts to deliver consumable components annually or in quantities sufficient for a six-year period.

187. Although our grade 3 reading program will be bid as a consumable, we are pricing it as a hardbound book and providing the orders throughout the contract at no cost. Is this allowable? Also, do the student pages have to include the instructional/concept page?

Under Proclamation 2010, publishers are not required to submit consumables. However, if a publisher chooses to include consumables as part of the submission, they are expected to either include sufficient quantities for at least 6 years, or to arrange to provide consumables annually at no additional cost. The consumables, as part of the Statement of Intent to Bid, will be reviewed for coverage of the TEKS, must meet manufacturing specifications, and be certified to be free of errors.

188. With respect to the adoption, there are some changes pertaining to consumables correct? Workbooks, for example. Other consumables?

In Proclamation 2010 there are no state funded consumables. Anything that you provide in Proclamation 2010 can be consumable, but the publisher is responsible for replacing those for the life of the adoption.

189. How and where do consumable materials have to be marked as consumable?

Consumables must be clearly marked. TAC 19 66.51 (a)(8) states that “Consumable materials included in a student or teacher component of a submission shall be clearly marked as consumable.” The SBOE recommends that each consumable be clearly marked on the front cover, lower right corner.

Ancillaries

190. Are ancillary products reviewed by the SBOE?

No. The only instructional materials reviewed by the state review panel are instructional materials listed in the Statement of Intent to Bid. According to 19 TAC §66.69, “ancillary materials” are defined by the Texas Education Agency (TEA) as materials that are NOT listed on the publisher’s Statement of Intent to Bid but which the publisher plans to provide to districts and open-enrollment charter schools free with order.

Designated ancillaries must be made available to the SBOE upon request. Individual SBOE members are not authorized to act on behalf of the SBOE in requesting changes to ancillary materials.

191. Is a publisher required to submit manipulatives as a part of the core program?

No. Publishers are not required to include manipulatives and may configure a program at their discretion. A publisher may choose to include a manipulative in their Statement of Intent to Bid or a publisher may wish to include the manipulative on the ancillary list as “free with order.”

Maximum Cost

192. In order to fully address the TEKS, multiple components may need to be part of our bid for the English Language Arts and Reading instructional materials called for in Proclamation 2010. This increases the cost. How do we increase the price cap that has been established for the instructional materials?

There is no “price cap”. Rather, the SBOE establishes a maximum cost to the state for instructional materials. The SBOE may not reject instructional materials that exceed the maximum cost. Instead, school districts will be responsible for the additional expense. Publishers have the option of selecting the configuration of their bid.

For nonconforming products, the state will pay a percentage of the state maximum cost that reflects the percentage of TEKS addressed (e.g., the state will pay 70% of the state maximum cost for a product that addresses 70% of the TEKS).

193. Am I permitted to charge school districts and open enrollment charter schools for student and teacher components submitted as part of the official adoption?

Publishers may only charge school districts and open enrollment charter schools a replacement cost for instructional materials following the initial purchase by the state. As a result, 19 TAC §66.51(a)(6) requires publishers to provide Texas Education Agency with individual prices of instructional materials submitted as part of the official statement of intent to bid.

194. How does the SBOE determine the maximum costs for the state? Is class size taken into consideration?

The SBOE considers recommendations provided by the Texas Education Agency staff and establishes the maximum cost when issuing the proclamation. A specific methodology is used that includes a survey of materials in use, including content and current price. Total enrollment is also used as a consideration in the calculation. Factors, such as increasing the current average cost of materials by an annual percentage determined by the SBOE, are also used to arrive at the recommended maximum cost. In addition, the agency is required by rule to solicit input on maximum costs from the publishing industry.

195. Please confirm that the ELAR adoption will be fully funded by TEA as called for in Proclamation 2010. If not funded directly through TEA, how will money be distributed to the local school districts?

The funds to purchase instructional materials are appropriated by the Legislature, and publishers are paid by the Texas Education Agency. Currently, districts do not receive textbook funds. Decisions regarding funding for Proclamation 2010 will be made by the Texas Legislature during the 2009 legislative session.

196. Will districts be required to purchase English Language Arts and Reading texts only or can the money be spent on other instructional materials and technology?

Districts order instructional materials through the agency's online EMAT system. The funds to purchase instructional materials are appropriated by the Legislature, and publishers are paid by the Texas Education Agency. Currently, districts do not receive textbook funds.

197. Will districts be expected to purchase all components submitted for a respective grade level or may they pick and choose from those submitted materials?

Publishers determine the configuration of the submission and the components a school district will receive if their program is ordered. This information must be included on the Statement of Intent to Bid. School districts review the adopted instructional materials and decide which program to order. Publishers must provide the materials to districts in the configuration indicated on the Statement of Intent to Bid.

Substitutions, Revisions, Updates

198. Can a company charge the district/state additional fees for updated and/or additional materials (such as CD's, online content, DVD's, etc.)?

The state will purchase the state-adopted product. Ordering the program should not result in additional fees for the district unless the program ordered exceeds the maximum cost that the state pays for products in that subject and grade level. Companies can offer additional optional enhancements as part of their catalog sales, but school districts should not be required to pay for these enhancements in order to operate the state-adopted product.

Additionally, we recognize that some programs have minimum software and hardware requirements in order to function properly (Windows XP; minimum hard drive and memory capacity, etc.). Meeting these hardware and operating system requirements are generally the responsibility of the school district unless offered by the publisher as part of their submission.

199. Will the TEA expand its current processes for updating textbooks?

The TEA will evaluate and make recommendations to the SBOE to determine the best method to allow publishers of textbooks in all curriculum areas to update instructional materials as necessary between adoptions to help ensure that all Texas students have access to high quality, current textbooks.

200. Can requests for approval of substitutions be granted provided that there will be no additional cost to the state?

Yes. Publishers may submit requests to substitute new copyright year materials or similar items. The request is reviewed by curriculum staff and recommendations submitted to the commissioner of education and the SBOE to approve or deny. The substitution materials must be compatible with previously purchased materials.

Chapter §66.75 of the Texas Administrative Code (TAC) describes the rules that apply to electronic textbooks and Internet products, including the allowance of a substitution during the first year that materials are in use, providing the commissioner of education determines that changes in technology, curriculum, or other reasons warrant the substitution.

201. We are always enhancing the tools and functionality (like the search engine, download time, etc.) that enable teachers to efficiently use and assess the activities in our program. These changes focus on the functionality and do not impact the content, activities, or standards. We assume that those are changes that are up to the publisher to make and publicize and that they will not warrant any further review by the SBOE. Is that correct?

Changes such as those should not be made between the date of initial submission in April 2009 and the November adoption. Once adopted, changes to instructional materials are subject to rules under Chapter 66 of the Texas Administrative Code, specifically §66.75 which addresses revisions, updates and substitutions.

202. As with the evolution of tools and functionality, our current customers appreciate the fact that we can edit steps of online activities and update content, enabling us to continuously improve existing activities as more teachers use them in their classrooms. We do things like edit steps, add graphics, change graphics, update URLs, etc. How do we implement “slight changes”?

Changes should not be added between the date of initial submission in April 2009 and the November adoption. Once adopted, changes to instructional materials are subject to rules under 19 TAC §66.75.

203. Please confirm that publishers will be allowed to update web-based activities that cover the TEKS throughout the contract period, including during the first year of the contract.

19 TAC §66.75 includes language that allows for substitutions, revisions or updates to the submission of electronic instructional materials within the first year. Publishers may request approval from the commissioner of education for electronic design changes and/or updates that improve performance, design, and technology capabilities that enhance the operation and usage for students and teachers but do not include changes to TEKS during the first year of the contract.

Correlations

204. With respect to TEKS correlations, will a template be provided for publishers to use or will publishers be allowed to use their own correlation format?

The Texas Education Agency will provide the template.

205. Should a publisher submit a SEPARATE correlation instrument for each course of materials bid? Also, if an entire chapter in the student edition meets a standard, may I include the page numbers for the entire chapter on the correlation instrument (3-10, for example)?

Yes. A publisher must submit a separate correlation instrument for each course bid. For example, if the same program is bid for English Language Arts and Reading grade K and English Language Arts and Reading grade 1, then two correlations are required. The TEKS sets for each course are unique.

As to including all the page numbers for a chapter, this is acceptable. The greater the specificity the better, but if various TEKS are being addressed throughout a chapter then using “3-10” is fine.

206. We may need to alter the format or other settings of the required forms. Will we be sent the password or unprotected copies of these forms?

No. To maintain consistency and conformance with the established rules (i.e. forms "shall be submitted in a format approved by the commissioner of education"), only the posted formats will be accepted.

207. The correlation instrument has a column titled “Location of Student Expectation/TEKS.” Does the location in question refer to an ancillary product such as a workbook or teacher’s annotated edition, or to a specific location within the product itself, such as an end-of-chapter activity?

The “location” refers to the location on a page of a component that is part of the Statement of Intent to Bid and the specific location or activity within that component. For the purposes of review and adoption, an ancillary product is not part of the bid and is not reviewed by the panel.

208. What types of comments are included in the column titled “Comment(s) directly related to the specific student expectation/TEKS?”

The “Comments” column is for additional explanation regarding the correlation. It does not need to be filled out if no additional explanation is needed.

Errors

209. Please confirm that publishers are required to prepare an error list for every component, including CD-ROMs, submitted for adoption under Proclamation 2010.

Yes. That is correct.

210. Please confirm that the format for the error list document will be in Excel and that the errors for each component will all be listed on the same document.

Yes. The error list will be in an Excel format and the errors for each component will be listed on the same document.

Review Panels

211. Will instructional materials under Proclamation 2010 be reviewed by committee as in past adoptions?

Yes. Instructional materials will be reviewed by State Review Panels during the summer of 2009.

212. How will the review process be organized and supervised?

The review process will include appointment of state review panels by the commissioner of education; assignment of instructional material to review; orientation and training in the TEKS and the evaluation methodology; independent reviews by panel members; submission of evaluations by panel members; compilation of data by agency staff; presentation of a preliminary report to publishers indicating extent to which materials are considered to have covered the TEKS; opportunity for response by publishers; compilation of final reports from the commissioner of education to the SBOE; adoption by the SBOE. Supervision will include monitoring and assistance in the process to enable panel members to ask questions related to the use of technology, report problems with scheduling and completion of assignments, or request clarification on TEKS.

213. Will I be allowed to make revisions to my instructional materials during the review panel meetings in June?

Yes. Publishers will be allowed to make changes based on the recommendations received from the state review panel members.

214. How will the state review panels be chosen?

State review panel members will be appointed by the commissioner of education. Nominations are solicited from the SBOE members, all school districts, government agencies, the public, parent-teacher associations, and many other sources. The nomination form includes the specific subject area to be reviewed to ensure the nominees have expertise to review the content. The agency reviews the qualifications of all nominees and the commissioner of education, in consultation with the SBOE, appoints the panel members. Effort is made to include parents and representatives of the private sector and to reflect geographic representation of the state.

215. Will their work be reviewed?

The work of the state review panels is initially reviewed to ensure that all assignments have been completed and that the appropriate criteria is present on the evaluation form for conforming, nonconforming, and rejected products. The reviewers make the final decision to determine if the publisher's product meets the TEKS during the review process. The data resulting from the panels' work is then compiled into a report for the publishers, board members, and commissioner. Curriculum staff is asked to review the work of the panel if a publisher does not agree with the findings of the panel and requests a show-cause hearing. All documents pertaining to the review and evaluation are available under the Texas Open Records Act.

216. How can publishers assess the stringency with which the committee will interpret the proclamation?

Panel members participate in an orientation and training session prior to beginning their evaluations that focuses on interpretation of the TEKS. These sessions are open to the public, and publishers are welcome to attend and observe. Also, panel members' documentation will be available for review following submission of their evaluation forms and compilation of data.

217. Will the Review Panel be composed of educators that are familiar with digital technology and technology-based approaches to instructional materials?

Every effort is made to select individuals who are familiar with the application of technology in the classroom.

218. How will the commissioner of education ensure that there are a majority of subject area experts on each state review panel for all curriculum areas?

The commissioner of education determines the criteria for selecting panel members to ensure that a majority of academic and professional experts in the content areas in the proclamation are included on each state review panel.

219. I would like to recruit several Texas educators as part of a weekend focus group to review my materials for the ELAR adoption and provide feedback. I am going to provide a meal as part of their participation. Will this be a problem?

Since a meal has a monetary value, it could restrict educators from future consideration as a member of the state review panel. 19 TAC §66.36(b) states, "State review panel members shall not accept meals, entertainment, gifts, or gratuities in any form from publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials."

It should be understood that each review panel member observes a no-contact period that begins with the initial communication from the Texas Education Agency regarding his or her possible appointment and ends after recommendations have been made to the commissioner of education.

220. I understand that the local curriculum chair for reading may be appointed to the state review panel. Is there a problem if I schedule a meeting to discuss my submission with this teacher?

19 TAC §66.45(a) requires that anyone under consideration as a member of the state review panel observe a no-contact period with publishers. During the entire no-contact period, state review panel members must not be contacted either directly or indirectly by any publisher or any other person having an interest in the adoption process, unless directed by TEA staff.

221. Will the same committee members be reviewing both of the following categories: K-1 ELA/Reading and 2-5 Reading?

Committee assignments have not yet been determined.