

**Proclamation 2010**  
**of the**  
**STATE BOARD OF EDUCATION**

**Advertising for Bids on**  
**Instructional Materials**

**Issued: November 2007**

**Amended: May 2008**

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*Texas Education Agency*  
*Austin, Texas*

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# Proclamation 2010 of the STATE BOARD OF EDUCATION

## Advertising for Bids on Instructional Materials

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## Proclamation 2010 Schedule of Adoption Procedures

**September 2007**  
*SBOE Meeting*

- ▶ Proclamation 2010 discussion.

**November 2007**  
*SBOE Meeting*

- ▶ Commissioner of Education (COE) presents *Proclamation 2010* (for 2009 state adoption and for implementation in the 2010–2011 school year), which includes maximum cost, to the State Board of Education (SBOE) for action.
  - ▶ SBOE issues *Proclamation 2010*, including maximum cost.
- 

**March 2008**  
*SBOE Meeting*

- ▶ COE presents *Proclamation 2010* (for adoption in 2009 and implementation in the 2010–2011 school year) to the SBOE for discussion regarding new English Language Arts and Reading TEKS.

**April 2008**

- ▶ Texas Education Agency (TEA) conducts meeting to discuss maximum cost with interested publishers.

**May 2008**  
*SBOE Meeting*

- ▶ SBOE considers amendment to *Proclamation 2010* to add new ELAR TEKS and revise Maximum Cost.

**September 2008**  
*SBOE Meeting*

- ▶ SBOE considers amendment to *Proclamation 2010* to add new Spanish ELAR TEKS.
- ▶ SBOE adopts Question and Answer (Q&A) document for *Proclamation 2010*.

**September 2008**

- ▶ TEA posts *Nomination to State Review Panels* forms to IMET website and distributes to the SBOE, Texas state officials, school districts and open enrollment charter schools, universities, and regional Education Service Centers (ESCs). Those submitting nominations shall file completed forms with IMET by November 14, 2008.

**October 2008**

- ▶ TEA releases procedures for *Proclamation 2010* via the Texas Education Agency, Division of Instructional Materials and Educational Technology (IMET) website: <http://www.tea.state.tx.us/imet>
- ▶ IMET staff conducts *Publisher Orientation* for parties interested in filing *Statements of Intent to Bid* (SOITB).

**November 14, 2008**

- ▶ **Deadline** for persons to file *Nomination to State Review Panels* forms. Those submitting nominations shall file all documents with IMET by 5:00 P.M. CST.

Upon initial contact by a representative of the TEA, state review panel nominees begin a “no-contact” period in which they may not have either direct or indirect contact with any person having an interest in the content of instructional materials under evaluation by the panel.

**December 5, 2008**

- ▶ **Deadline** for publishers to file *Statements of Intent to Bid Instructional Materials*. Publishers shall provide detailed specifications regarding price, hardware, software, and/or special equipment needed to review any item included in an instructional materials submission. Publishers shall file all documents with IMET by 5:00 P.M. CST.

*Note: Only those who file a Statement of Intent to Bid by 5:00 P.M. CST on December 5, 2008 will be allowed to participate in the adoption process. Please see SBOE rules 19 TAC §66.48 (a–e) for additional information.*

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**January–February 2009**

- ▶ TEA reviews *Nomination to State Review Panels* forms and recommends nominees to the COE.

**February 6, 2009**

- ▶ Each ESC designates the person who will supervise sample shipments, the address at which sample instructional materials will be received, and publishes a schedule specifying hours and dates sample materials may be reviewed by the public.
- ▶ Each ESC publishes a news release and notifies area schools concerning sample instructional materials. In the notice, the ESC shall include the person to be contacted regarding sample instructional materials and the hours and dates samples will be available for review by the public.

**March 2009**

- ▶ TEA notifies State Review Panel candidates of appointment.

**April 17, 2009**

- ▶ **Deadline** for publishers to file two (2) complete official sample copies of instructional materials (excluding Spanish translations) along with two (2) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) forms with IMET. Publishers shall file all materials by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to file four (4) complete official sample copies along with four (4) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) forms to each of the twenty ESCs. Publishers shall file all materials by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to provide a complete description of all items included in a student and teacher component. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

Publishers providing Internet-based instructional materials shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.

Publishers shall ensure that all samples are complete as to content and representative of the finished format. Electronic textbooks, including Internet-based products, must be completely functional.

**April 17, 2009 (cont.)**

The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a student and/or teacher component of an instructional materials submission is available in each ESC.

*Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.*

- ▶ **Deadline** for publishers to file *Forms B and M*, and *Warranty*, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards, for materials other than Spanish. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to file a signed *Affidavit of Authorship* certifying that each individual whose name is listed as an author or contributor of content was engaged in the development of the materials. In the affidavit, the publisher shall also state in general terms each author's involvement in the development. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

**May 1, 2009**

- ▶ **Deadline** for ESCs to notify the COE of any irregularities in sample shipments of all materials excluding Spanish. ESCs shall file notification on forms provided by the TEA with IMET by 5:00 P.M. CDT.

Within five (5) working days, the TEA will notify the appropriate publisher of any irregularities in the sample shipments.

**May 8, 2009**

- ▶ TEA provides instructions to publishers for delivery of materials for review. Shipments shall include all samples, which must be complete as to content and representative of the finished product, and their correlations to the TEKS. Shipments shall only include materials listed on the *Statement of Intent to Bid*. No ancillary materials are permitted at the State Panel Review meetings. A publisher whose instructional materials require hardware or special equipment shall provide appropriate hardware or equipment for the review.

**May 15, 2009**

- ▶ **Deadline** for publishers to withdraw a submission prior to state panel review. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ Each ESC makes samples of instructional materials submitted for adoption available for public examination. The materials must remain available to the public throughout the review and adoption period.

**May 22, 2009**

- ▶ **Deadline** for publishers to file two (2) complete official sample copies of Spanish instructional materials along with two (2) completed *Correlations to the Texas Essential Knowledge and Skills* (TEKS) forms with IMET. Publishers shall file all materials by 5:00 P.M. CDT.

**May 22, 2009 (cont.)**

- ▶ **Deadline** for publishers to file four (4) complete official sample copies of Spanish instructional materials along with four (4) completed *Correlations to the Texas Essential Knowledge and Skills (TEKS)* forms to each of the twenty ESCs. Publishers shall file all materials by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to provide a complete description of all items included in the Spanish student and teacher component. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

Publishers providing Internet-based Spanish instructional content shall supply the TEA and ESCs with appropriate information, such as locator information and passwords, required to ensure public access to their programs throughout the review period.

Publishers shall ensure that all Spanish samples are complete as to content and representative of the finished format. Electronic textbooks, including Internet-based products, must be completely functional.

The TEA, ESCs, and affected publishing companies shall work together to ensure that hardware or special equipment necessary for review of any item included in a Spanish student and/or teacher component of an instructional materials submission is available in each ESC.

*Note: The TEA may require additional samples for use by contracted reviewers, members of the SBOE, and others.*

- ▶ **Deadline** for publishers to file *Forms B and M*, and *Warranty* for Spanish materials, providing the physical specifications of the instructional materials being submitted and certifying their adherence to prescribed manufacturing standards. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

**May 29, 2009**

- ▶ **Deadline** for ESCs to notify the COE of any irregularities in sample shipments of Spanish materials. ESCs shall file notification on forms provided by the TEA with IMET by 5:00 P.M. CDT.

Within five (5) working days, the TEA will notify the appropriate publisher of any irregularities in the sample shipments of Spanish materials.

**June 5, 2009**

- ▶ Each ESC makes samples of Spanish instructional materials submitted for adoption available for public examination. The materials must remain available to the public throughout the review and adoption period.

**June – July, 2009**

- ▶ IMET conducts orientation and training sessions for State Review Panel.
- ▶ The State Review Panel evaluates instructional materials submitted for adoption.
- ▶ COE issues preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List after adjournment of the State Review Panel.

**10 working days following  
distribution of preliminary  
reports**

- ▶ **Deadline** for publishers to submit new content to address missing TEKS or documentation disputing the findings of the State Review Panels. New content submitted shall address only missing TEKS. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

**July 2009**  
*SBOE Meeting*

- ▶ SBOE may hold public hearing on instructional materials submitted for adoption.

**July 31, 2009**

- ▶ **Deadline** for publishers to file *Publisher's Certification of Editorial Review* affirming that instructional materials have been edited for accuracy, content, and compliance with requirements of the proclamation. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ **Deadline** for publishers to file *Identification of Errors and Changes by Publisher* form listing the corrections to be made to the instructional materials submitted for adoption. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

**August 21, 2009**

- ▶ **Deadline** for evaluating new content submitted to address missing TEKS as determined by State Review Panel.

**August 28, 2009**

- ▶ **Deadline** for Texas residents to file lists of alleged factual errors in instructional materials under consideration for adoption. Residents shall file all documents with IMET by 5:00 P.M. CDT.
- ▶ **Deadline** for Texas residents to file official written comments concerning instructional materials submitted for adoption. Residents shall file all documents with IMET by 5:00 P.M. CDT.

Prior to the September hearing, the TEA will provide written comments and lists of alleged factual errors to the SBOE, participating publishers, ESCs, and persons who have filed written requests.
- ▶ **Deadline** for publishers who elect to protest the COE's preliminary recommendation that instructional materials be placed on the Conforming List or Nonconforming List to file request for show-cause hearings. Publishers shall file all documents with IMET by 5:00 P.M. CDT.

**September 2009**

- ▶ Prior to the SBOE meeting, COE publishes the schedule and procedures for the public hearing to be held by the SBOE.
- ▶ Members of the general public request to appear at the public hearing before the SBOE; priority will be given to Texas residents. Parties shall file all documents, which shall identify subjects, titles, and publishers of instructional materials to be addressed, with IMET.

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>September 2009 (cont.)</b>                                    | <ul style="list-style-type: none"> <li>▶ Publishers request to appear at SBOE to provide oral responses to public testimony. Publishers shall file all documents with IMET.</li> <li>▶ Prior to the SBOE meeting, the TEA releases copies of official written comments from Texas residents via the IMET website.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>September 11, 2009</b>                                        | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for Publishers provide to the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. Publishers shall file all documents with IMET by 5:00 P.M. CDT.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>September 8–18, 2009</b>                                      | <ul style="list-style-type: none"> <li>▶ The TEA conducts Show-Cause Hearings for publishers who elect to protest the COE’s preliminary recommendations that instructional materials be placed on the Conforming List or Nonconforming List.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>September 2009</b><br><i>SBOE Meeting</i>                     | <ul style="list-style-type: none"> <li>▶ SBOE holds public hearing on instructional materials submitted for adoption. TEA releases transcripts on website:<br/><a href="http://www.tea.state.tx.us/sboe/">http://www.tea.state.tx.us/sboe/</a>.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>10 working days after the close of the hearing</b>            | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for publishers and any person who participated in a hearing before the SBOE to file responses to official written comments from Texas residents and to testimony presented at the public hearing. Those responding shall file all documents with IMET by 5:00 P.M. CDT.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>10 working days after receiving official written comments</b> | <ul style="list-style-type: none"> <li>▶ The COE releases copies of responses to written and/or oral testimony to members of the SBOE, ESCs, participating publishers, and persons who have filed written requests.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>September 25, 2009</b>                                        | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for publishers to file three (3) signed original copies and one electronic copy of the <i>Official Bid Form</i>. Publishers shall file all documents with IMET by 5:00 P.M. CDT.</li> <li>▶ <b>Deadline</b> for publishers to file titles of ancillary materials that will be provided at no cost to accompany instructional materials adopted under <i>Proclamation 2010</i>; publishers shall include the ratio at which each item will be supplied. Publishers shall file all documents with IMET by 5:00 P.M. CDT.</li> </ul> <p><i>Note: Publishers will be responsible for providing the titles of ancillary materials to school districts and open-enrollment charter schools at the time information is sent that fully describes the program (December 4, 2009).</i></p> |
| <b>October 2, 2009</b>                                           | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for persons to file complaints alleging violations of statutes, rules, or procedural irregularities. Persons shall file all documents with IMET by 5:00 P.M. CDT.</li> </ul> <p>COE may hold a formal or informal hearing in the case of an apparent violation of statute. Upon determining that a violation has occurred, the commissioner shall report the findings to the SBOE.</p>                                                                                                                                                                                                                                                                                                                                                                                            |

- October 9, 2009**
- ▶ COE issues *Report of the Commissioner of Education Concerning Required Corrections of Factual Errors*, listing all corrections of factual errors required in the instructional materials under consideration for adoption. The COE will release the report to the SBOE, affected publishers, ESCs, and other persons, such as Braillists, needing immediate access to the information.
  - ▶ COE issues *Recommendations for the Conforming List of Instructional Materials* and *Recommendations for the Nonconforming List of Instructional Materials*, giving advice to the SBOE on the final disposition of instructional materials submitted for adoption.
  - ▶ Deadline for publishers send NIMAS test files and associated print pages. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- October 16, 2009 (cont.)**
- ▶ **Deadline** for publishers to file written confirmation of their intent to make all corrections identified in the COE's report and required by the SBOE. Publishers shall file all documents with IMET by 5:00 P.M. CDT.
- November 2009**  
*SBOE Meeting*
- ▶ SBOE committee considers final recommendations of the COE regarding the Conforming and Nonconforming lists.
  - ▶ SBOE considers instructional materials submitted under *Proclamation 2010* for adoption.
- Week Following SBOE Meeting**
- ▶ TEA informs publishers of adopted printed instructional materials of the designated Braille producers.
- December 4, 2009**
- ▶ **Deadline** for publishers of adopted instructional materials to file three (3) copies of printed student materials and NIMAS computer files. Publishers shall file all materials with either IMET or the designated contractor by 5:00 P.M. CST.  
  
Publishing companies submitting electronic instructional materials for adoption are required to comply with the technical standards of the Federal Rehabilitation Act, Section 508. [www.Section508.gov](http://www.Section508.gov).
  - ▶ **Deadline** for publishers to provide each school district and open-enrollment charter school with information that fully describes instructional materials adopted under *Proclamation 2010*, including the titles of ancillary materials that will be provided at no cost and the ratio at which each item will be supplied. Publishers shall file all documents by 5:00 P.M. CST.
- December 18, 2009**
- ▶ **Deadline** for publishers to file the *Register of Contact* form indicating all visits, meetings, or contact with SBOE members, including the date, time, location, and purpose of the communication. Publishers shall file all documents with IMET by 5:00 P.M. CST.

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|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>January 22, 2010</b>   | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for publishers to file camera-ready copy for Curriculum approval of instructional materials adopted under <i>Proclamation 2010</i> that incorporates all required corrections of factual errors. Publishers shall file all documents with IMET by 5:00 P.M. CST.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>April 2010</b>         | <ul style="list-style-type: none"> <li>▶ School districts and open enrollment charter schools submit orders for new instructional materials to IMET.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>April 30, 2010</b>     | <ul style="list-style-type: none"> <li>▶ <b>Deadline</b> for publishers to file signed <i>Publisher's Affidavit</i> verifying that all required corrections have been made. Publishers shall file all documents with IMET by 5:00 P.M. CDT.</li> <li>▶ <b>Deadline</b> for publishers to file two (2) copies of instructional materials that incorporate all required corrections with IMET. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.<br/><br/>Publishers providing Internet-based instructional materials shall supply the TEA with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.</li> <li>▶ <b>Deadline</b> for publishers to file three (3) copies of student editions that incorporate all required corrections with the Braille contractor designated by the TEA. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.</li> <li>▶ <b>Deadline</b> for publishers to file two (2) copies of instructional materials that incorporate all required corrections with each of the twenty ESCs. Corrected samples shall be identical to materials that will be provided to school districts after purchase. Publishers shall file all materials by 5:00 P.M. CDT.<br/><br/>Publishers providing Internet-based instructional materials shall supply the ESCs with appropriate information, such as locator information and passwords, required to ensure access to their programs throughout the life of the adoption.<br/><br/><i>Note: The TEA may require additional corrected samples for use by contracted reviewers, members of the SBOE, and others.</i></li> </ul> |
| <b>June - August 2010</b> | <ul style="list-style-type: none"> <li>▶ Publishers distribute adopted instructional materials from depositories to school districts and open enrollment charter schools.</li> <li>▶ Each publisher shall guarantee delivery of textbooks at least ten business days before the opening day of school of the year for which the textbooks are ordered if the textbooks have been ordered by a date specified in the sales contract.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## **Statutory Citation**

### **Texas Education Code, §31.002, Definitions:**

In this chapter:

- (1) "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.
- (2) "Publisher" includes an on-line service or a developer or distributor of an electronic textbook.
- (3) "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.
- (4) "Technological equipment" means hardware, a device, or equipment necessary for:
  - (A) instructional use in the classroom, including to gain access to or enhance the use of an electronic textbook; or
  - (B) professional use by a classroom teacher.

## **Notes**

### **Revised TEKS**

The TEA encourages publishers to confirm that they are addressing the revised TEKS in their materials by comparing the section and subsection numbers with those indicated in this proclamation. This is necessary to avoid inadvertently addressing the previous TEKS, which are still in use for the current school year. For example, both 19 TAC §110.3 and §110.12 are TEKS for English Language Arts and Reading, Grade 1. §110.12 are the revised TEKS required by this proclamation; §110.3 are the previous TEKS still in use for the 2008–2009 school year.

Because the TEKS for Reading, Grade 6, 7, 8 (Elective Credit) were only amended, they are designated by the same subsection number as those in use for the current school year. The Reading, Grade 6, 7, 8 (Elective Credit) TEKS provided herein, as well as those on the TEA website, are the TEKS that are required for instructional materials submitted under this proclamation.

### **TEKS Coverage**

In accordance with §§66.27(c) and 66.31(a)(1), and SBOE action taken on July 18, 2008, each student expectation for beginning reading must be addressed at least five times in both the student and teacher components of a submission in order to be considered adequately covered. The knowledge and skill statements whose corresponding expectations must be met five times are as follows:

- Grade K**
- (b)(1) Reading/Beginning Reading Skills/Print Awareness
  - (b)(2) Reading/Beginning Reading Skills/Phonological Awareness
  - (b)(3) Reading/Beginning Reading Skills/Phonics
  - (b)(4) Reading/Beginning Reading Skills/Strategies

- Grade 1** (b)(1) Reading/Beginning Reading Skills/Print Awareness  
(b)(2) Reading/Beginning Reading Skills/Phonological Awareness  
(b)(3) Reading/Beginning Reading Skills/Phonics  
(b)(4) Reading/Beginning Reading Skills/Strategies
- Grade 2** (b)(1) Reading/Beginning Reading Skills/Print Awareness  
(b)(2) Reading/Beginning Reading Skills/Phonics  
(b)(3) Reading/Beginning Reading Skills/Strategies
- Grade 3** (b)(1) Reading/Beginning Reading Skills/Phonics  
(b)(2) Reading/Beginning Reading Skills/Strategies

#### **Late Submissions**

Notwithstanding accommodations made in previous years, late submissions to the Texas Education Agency, Regional Education Service Centers, or state textbook review panel members will not be considered for adoption.

#### **Systems Bid in Lieu of Student Editions**

Publishers who bid systems rather than student editions will be paid by the state, based on the student edition maximum price as called for in *Proclamation 2010*.

For example, if the State Board of Education 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.

#### **Consumable Materials**

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.

# **Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**

## **Subchapter A. Elementary** See Figure: 19 TAC §110.10(b)

### **§110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, beginning with School Yr 2009-2010.**

- (a) The provisions of §§110.11-110.16 of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.2-110.7 of this subchapter.
- (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.

### **§110.11. English Language Arts and Reading, Kindergarten, beginning with School Yr 2009-2010.**

- (a) Introduction.
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.
  - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
    - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

- (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
- (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Kindergarten as described in subsection (b) of this section.
- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
  - (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
    - (A) recognize that spoken words can be represented by print for communication;
    - (B) identify upper- and lower-case letters;
    - (C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;
    - (D) recognize the difference between a letter and a printed word;
    - (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);
    - (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and
    - (G) identify different parts of a book (e.g., front and back covers, title page).
  - (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
    - (A) identify a sentence made up of a group of words;
    - (B) identify syllables in spoken words;

- (C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");
  - (D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;
  - (E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
  - (F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat);
  - (G) blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man);
  - (H) isolate the initial sound in one-syllable spoken words; and
  - (I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/).
- (3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
- (A) identify the common sounds that letters represent;
  - (B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
  - (C) recognize that new words are created when letters are changed, added, or deleted; and
  - (D) identify and read at least 25 high-frequency words from a commonly used list.
- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) predict what might happen next in text based on the cover, title, and illustrations; and
  - (B) ask and respond to questions about texts read aloud.
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:
- (A) identify and use words that name actions, directions, positions, sequences, and locations;
  - (B) recognize that compound words are made up of shorter words;
  - (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
  - (D) use a picture dictionary to find words.
- (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:
- (A) identify elements of a story including setting, character, and key events;
  - (B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience;
  - (C) recognize sensory details; and

- (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures.
- (7) 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 respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
- (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) retell a main event from a story read aloud; and
  - (B) describe characters in a story and the reasons for their actions.
- (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 identify the topic of an informational text heard.
- (10) 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:
  - (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
  - (B) retell important facts in a text, heard or read;
  - (C) discuss the ways authors group information in text; and
  - (D) use titles and illustrations to make predictions about text.
- (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); and
  - (B) identify the meaning of specific signs (e.g., traffic signs, warning signs).
- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:
  - (A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and
  - (B) identify techniques used in media (e.g., sound, movement).
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:
  - (A) plan a first draft by generating ideas for writing through class discussion;
  - (B) develop drafts by sequencing the action or details in the story;
  - (C) revise drafts by adding details or sentences;
  - (D) edit drafts by leaving spaces between letters and words; and
  - (E) share writing with others.

- (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.
- (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.
- (16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
    - (i) past and future tenses when speaking;
    - (ii) nouns (singular/plural);
    - (iii) descriptive words;
    - (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and
    - (v) pronouns (e.g., I, me);
  - (B) speak in complete sentences to communicate; and
  - (C) use complete simple sentences.
- (17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
  - (B) capitalize the first letter in a sentence; and
  - (C) use punctuation at the end of a sentence.
- (18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use phonological knowledge to match sounds to letters;
  - (B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
  - (C) write one's own name.
- (19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:
- (A) ask questions about topics of class-wide interest; and
  - (B) decide what sources or people in the classroom, school, library, or home can answer these questions.
- (20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

- (A) gather evidence from provided text sources; and
  - (B) use pictures in conjunction with writing when documenting research.
- (21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively by facing speakers and asking questions to clarify information; and
  - (B) follow oral directions that involve a short related sequence of actions.
- (22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
- (23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

**§110.12. English Language Arts and Reading, Grade 1, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In first grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in Grade 1 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:
    - (A) recognize that spoken words are represented in written English by specific sequences of letters;
    - (B) identify upper- and lower-case letters;
    - (C) sequence the letters of the alphabet;
    - (D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
    - (E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and
    - (F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
  - (2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:
    - (A) orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr);
    - (B) distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite);
    - (C) recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g., /b/l/o/w/ to /g/l/o/w/);
    - (D) blend spoken phonemes to form one- and two-syllable words, including consonant blends (e.g., spr);
    - (E) isolate initial, medial, and final sounds in one-syllable spoken words; and
    - (F) segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat = /s/p/l/a/t/).
  - (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;
- (B) combine sounds from letters and common spelling patterns (e.g., consonant blends, long- and short-vowel patterns) to create recognizable words;
- (C) use common syllabication patterns to decode words, including:
  - (i) closed syllable (CVC) (e.g., mat, rab-bit);
  - (ii) open syllable (CV) (e.g., he, ba-by);
  - (iii) final stable syllable (e.g., ap-ple, a-ble);
  - (iv) vowel-consonant-silent "e" words (VCe) (e.g., kite, hide);
  - (v) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal); and
  - (vi) r-controlled vowel sounds (e.g., tar); including er, ir, ur, ar, and or);
- (D) decode words with common spelling patterns (e.g., -ink, -onk, -ick);
- (E) read base words with inflectional endings (e.g., plurals, past tenses);
- (F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream);
- (G) identify and read contractions (e.g., isn't, can't);
- (H) identify and read at least 100 high-frequency words from a commonly used list; and
- (I) monitor accuracy of decoding.
- (4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
  - (A) confirm predictions about what will happen next in text by "reading the part that tells";
  - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
  - (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).
- (5) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
  - (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);

- (C) determine what words mean from how they are used in a sentence, either heard or read;
  - (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
  - (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.
- (7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) connect the meaning of a well-known story or fable to personal experiences; and
  - (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk and fairy tales.
- (8) 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 respond to and use rhythm, rhyme, and alliteration in poetry.
- (9) 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) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
  - (B) describe characters in a story and the reasons for their actions and feelings.
- (10) 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 respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.
- (11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
- (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.
- (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 about the text.
- (14) 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:
- (A) restate the main idea, heard or read;
  - (B) identify important facts or details in text, heard or read;
  - (C) retell the order of events in a text by referring to the words and/or illustrations; and

- (D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
- (15) 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 written multi-step directions with picture cues to assist with understanding; and
  - (B) explain the meaning of specific signs and symbols (e.g., map features).
- (16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
  - (A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance); and
  - (B) identify techniques used in media (e.g., sound, movement).
- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
  - (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
  - (B) develop drafts by sequencing ideas through writing sentences;
  - (C) revise drafts by adding or deleting a word, phrase, or sentence;
  - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
  - (E) publish and share writing with others.
- (18) 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) write brief stories that include a beginning, middle, and end; and
  - (B) write short poems that convey sensory details.
- (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
  - (A) write brief compositions about topics of interest to the student;
  - (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
  - (C) write brief comments on literary or informational texts.
- (20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
    - (i) verbs (past, present, and future);
    - (ii) nouns (singular/plural, common/proper);
    - (iii) adjectives (e.g., descriptive: green, tall);

- (iv) adverbs (e.g., time: before, next);
    - (v) prepositions and prepositional phrases;
    - (vi) pronouns (e.g., I, me); and
    - (vii) time-order transition words;
  - (B) speak in complete sentences with correct subject-verb agreement; and
  - (C) ask questions with appropriate subject-verb inversion.
- (21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;
  - (B) recognize and use basic capitalization for:
    - (i) the beginning of sentences;
    - (ii) the pronoun "I"; and
    - (iii) names of people; and
  - (C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- (22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use phonological knowledge to match sounds to letters to construct known words;
  - (B) use letter-sound patterns to spell:
    - (i) consonant-vowel-consonant (CVC) words;
    - (ii) consonant-vowel-consonant-silent e (CVCe) words (e.g., "hope"); and
    - (iii) one-syllable words with consonant blends (e.g., "drop");
  - (C) spell high-frequency words from a commonly used list;
  - (D) spell base words with inflectional endings (e.g., adding "s" to make words plurals); and
  - (E) use resources to find correct spellings.
- (23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
  - (B) decide what sources of information might be relevant to answer these questions.
- (24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:
- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
  - (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

- (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.
- (26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.
- (27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) listen attentively to speakers and ask relevant questions to clarify information; and
  - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.
- (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**§110.13. Reading, Grade 2, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write and read (or be read to) on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (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).
  - (2) 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 multisyllabic words in context and independent of context by applying common letter-sound correspondences including:
      - (i) single letters (consonants and vowels);
      - (ii) consonant blends (e.g., thr, spl);
      - (iii) consonant digraphs (e.g., ng, ck, ph); and
      - (iv) vowel digraphs (e.g., ie, ue, ew) and diphthongs (e.g., oi, ou);
    - (B) use common syllabication patterns to decode words including:
      - (i) closed syllable (CVC) (e.g., pic-nic, mon-ster);
      - (ii) open syllable (CV) (e.g., ti-ger);
      - (iii) final stable syllable (e.g., sta-tion, tum-ble);
      - (iv) vowel-consonant-silent "e" words (VCe) (e.g., in-vite, cape);
      - (v) r-controlled vowels (e.g., per-fect, cor-ner); and
      - (iv) vowel digraphs and diphthongs (e.g., boy-hood, oat-meal);
    - (C) decode words by applying knowledge of common spelling patterns (e.g., -ight, -ant);
    - (D) read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful);
    - (E) identify and read abbreviations (e.g., Mr., Ave.);
    - (F) identify and read contractions (e.g., haven't, it's);
    - (G) identify and read at least 300 high-frequency words from a commonly used list; and
    - (H) monitor accuracy of decoding.
  - (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;
    - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

- (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).
- (4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);
  - (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
  - (D) alphabetize a series of words and use a dictionary or a glossary to find words.
- (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:
  - (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
  - (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
- (7) 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 how rhyme, rhythm, and repetition interact to create images in poetry.
- (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.
- (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction provide evidence from text to support their understanding. Students are expected to:
  - (A) describe similarities and differences in the plots and settings of several works by the same author; and
  - (B) describe main characters in works of fiction, including their traits, motivations, and feelings.
- (10) 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 respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.
- (11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).

- (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 and paraphrase what the reading was about, maintaining meaning.
- (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.
- (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:
- (A) identify the main idea in a text and distinguish it from the topic;
  - (B) locate the facts that are clearly stated in a text;
  - (C) describe the order of events or ideas in a text; and
  - (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.
- (15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow written multi-step directions; and
  - (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
- (16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) recognize different purposes of media (e.g., informational, entertainment);
  - (B) describe techniques used to create media messages (e.g., sound, graphics); and
  - (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).
- (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively to speakers and ask relevant questions to clarify information; and
  - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.
- (29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

- (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**§110.14. Reading, Grade 3, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
    - (A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:
      - (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
      - (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
      - (iii) changing the final "y" to "i" (e.g., baby to babies);
      - (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and
      - (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);
    - (B) use common syllabication patterns to decode words including:
      - (i) closed syllable (CVC) (e.g., mag-net, splen-did);
      - (ii) open syllable (CV) (e.g., ve-to);
      - (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
      - (iv) r-controlled vowels (e.g., fer-ment, car-pool); and
      - (v) vowel digraphs and diphthongs (e.g., ei-ther);
    - (C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);
    - (D) identify and read contractions (e.g., I'd, won't); and
    - (E) monitor accuracy in decoding.
  - (2) 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 clues) to make and confirm predictions;
    - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
    - (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).
  - (3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
  - (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., ing-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
  - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
  - (C) identify and use antonyms, synonyms, homographs, and homophones;
  - (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
  - (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
- (5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and
  - (B) compare and contrast the settings in myths and traditional folktales.
- (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).
- (7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama 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.
- (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;
  - (B) describe the interaction of characters including their relationships and the changes they undergo; and
  - (C) identify whether the narrator or speaker of a story is first or third person.
- (9) 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 respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.
- (10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

- (11) 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 and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (12) 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 locate the author's stated purposes in writing the text.
- (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:
  - (A) identify the details or facts that support the main idea;
  - (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
  - (C) identify explicit cause and effect relationships among ideas in texts; and
  - (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- (14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
- (15) 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 and explain a set of written multi-step directions; and
  - (B) locate and use specific information in graphic features of text.
- (16) 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:
  - (A) understand how communication changes when moving from one genre of media to another;
  - (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
  - (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).
- (29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and
  - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.

- (30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- (31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

**§110.15. Reading, Grade 4, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 4 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
  - (2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;
    - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
    - (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:\_\_\_\_ or girl:woman as boy:\_\_\_\_ );
    - (D) identify the meaning of common idioms; and
    - (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
  - (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) summarize and explain the lesson or message of a work of fiction as its theme; and
    - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
  - (4) 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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
  - (5) 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 describe the structural elements particular to dramatic literature.
  - (6) 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;
    - (B) describe the interaction of characters including their relationships and the changes they undergo; and
    - (C) identify whether the narrator or speaker of a story is first or third person.

- (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.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.
- (9) 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 and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (10) 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 explain the difference between a stated and an implied purpose for an expository text.
- (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:
  - (A) summarize the main idea and supporting details in text in ways that maintain meaning;
  - (B) distinguish fact from opinion in a text and explain how to verify what is a fact;
  - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and
  - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
- (12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.
- (13) 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) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and
  - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
- (14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
  - (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;

- (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and
  - (C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).
- (27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and
  - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
- (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.
- (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

**§110.16. Reading, Grade 5, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 5 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
  - (2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;
    - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
    - (C) produce analogies with known antonyms and synonyms;
    - (D) identify and explain the meaning of common idioms, adages, and other sayings; and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
  - (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;
    - (B) describe the phenomena explained in origin myths from various cultures; and
    - (C) explain the effect of a historical event or movement on the theme of a work of literature.
  - (4) 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 analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
  - (5) 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 analyze the similarities and differences between an original text and its dramatic adaptation.
  - (6) 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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

- (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and
  - (C) explain different forms of third-person points of view in stories.
- (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 the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.
- (9) 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 and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (10) 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 draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
- (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:
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
  - (B) determine the facts in text and verify them through established methods;
  - (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;
  - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
  - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- (12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and
  - (B) recognize exaggerated, contradictory, or misleading statements in text.
- (13) 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) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

- (B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- (14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);
  - (B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);
  - (C) identify the point of view of media presentations; and
  - (D) analyze various digital media venues for levels of formality and informality.
- (27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;
  - (B) follow, restate, and give oral instructions that include multiple action steps; and
  - (C) determine both main and supporting ideas in the speaker's message.
- (28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- (29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

**Figure: 19 TAC §110.10(b)**

**19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language  
Arts and Reading  
Subchapter A. Elementary  
Reading/Comprehension Skills §110.11 - §110.16**

| <b>Kindergarten</b><br>(§110.11<br><i>English<br/>Language Arts<br/>and Reading</i> )                                                                                                                                                                                                                                                                                                                                                    | <b>First Grade</b><br>(§110.12<br><i>English<br/>Language Arts<br/>and Reading</i> )                                                                                                                                                                                                                                                                                                                                                     | <b>Second Grade</b><br>(§110.13<br><i>Reading</i> )                                                                                                                                                                                                                                                                                                                                                                                      | <b>Third Grade</b><br>(§110.14<br><i>Reading</i> )                                                                                                                                                                                                                                                                                                                                                                                       | <b>Fourth Grade</b><br>(§110.15<br><i>Reading</i> )                                                                                                                                                                                                                                                                                                                                                                                      | <b>Fifth Grade</b><br>(§110.16<br><i>Reading</i> )                                                                                                                                                                                                                                                                                                                                                                                       |
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| Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: | Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: | Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: | Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: | Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: | Reading/<br>Comprehension<br>Skills. Students<br>use a flexible<br>range of<br>metacognitive<br>reading skills in<br>both assigned<br>and independent<br>reading to<br>understand an<br>author’s<br>message.<br>Students will<br>continue to<br>apply earlier<br>standards with<br>greater depth in<br>increasingly<br>more complex<br>texts as they<br>become self-<br>directed, critical<br>readers. The<br>student is<br>expected to: |
| (A) discuss the<br>purposes for<br>reading and<br>listening to<br>various texts<br>(e.g., to become<br>involved in real<br>and imagined<br>events, settings,<br>actions, and to<br>enjoy<br>language);<br><br>(B)ask and<br>respond to<br>questions about<br>text;                                                                                                                                                                       | (A) establish<br>purposes for<br>reading selected<br>texts based upon<br>desired outcome<br>to enhance<br>comprehension;<br><br>(B)ask literal<br>questions of<br>text;                                                                                                                                                                                                                                                                  | (A) establish<br>purposes for<br>reading selected<br>texts based upon<br>content to<br>enhance<br>comprehension;<br><br>(B)ask literal<br>questions of<br>text;                                                                                                                                                                                                                                                                          | (A) establish<br>purposes for<br>reading selected<br>texts based upon<br>own or others’<br>desired outcome<br>to enhance<br>comprehension;<br><br>(B) ask literal,<br>interpretive, and<br>evaluative<br>questions of<br>text;                                                                                                                                                                                                           | (A) establish<br>purposes for<br>reading selected<br>texts based upon<br>own or others’<br>desired outcome<br>to enhance<br>comprehension;<br><br>(B) ask literal,<br>interpretive, and<br>evaluative<br>questions of<br>text;                                                                                                                                                                                                           | (A) establish<br>purposes for<br>reading selected<br>texts based upon<br>own or others’<br>desired outcome<br>to enhance<br>comprehension;<br><br>(B) ask literal,<br>interpretive, and<br>evaluative<br>universal<br>questions of<br>text;                                                                                                                                                                                              |

| <b>Kindergarten</b><br>(§110.11<br>English<br>Language Arts<br>and Reading)                                                                                                                                                                                                                                                                                                                                          | <b>First Grade</b><br>(§110.12<br>English<br>Language Arts<br>and Reading)                                                                                                                                                                                                                                                                                                                                                                      | <b>Second Grade</b><br>(§110.13<br>Reading)                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Third Grade</b><br>(§110.14<br>Reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Fourth Grade</b><br>(§110.15<br>Reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Fifth Grade</b><br>(§110.16<br>Reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p> | <p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p> |



## **Subchapter B. Middle School**

See Figure: 19 TAC §110.17(b)

### **§110.17. Implementation of Texas Essential Knowledge and Skills for Reading, Middle School, beginning with School Yr 2009-2010.**

- (a) The provisions of §§110.18-110.20 of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.22-110.24 of this subchapter.
- (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.

### **§110.18. Literature, Grade 6, beginning with School Yr 2009-2010.**

- (a) Introduction.
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
  - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
    - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
    - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

- (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 6 as described in subsection (b) of this section.
  - (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.
  - (2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;
    - (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;
    - (C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_);
    - (D) explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP*, *que sera sera*); and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
  - (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;
    - (B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and
    - (C) compare and contrast the historical and cultural settings of two literary works.

- (4) 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 explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.
- (5) 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 similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.
- (6) 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) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
  - (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and
  - (C) describe different forms of point-of-view, including first- and third-person.
- (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 the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.
- (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.
- (10) 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:
  - (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
  - (B) explain whether facts included in an argument are used for or against an issue;
  - (C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and
  - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- (11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

- (A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and
  - (B) identify simply faulty reasoning used in persuasive texts.
- (12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
  - (A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and
  - (B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- (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:
  - (A) explain messages conveyed in various forms of media;
  - (B) recognize how various techniques influence viewers' emotions;
  - (C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and
  - (D) analyze various digital media venues for levels of formality and informality.
- (26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;
  - (B) follow and give oral instructions that include multiple action steps; and
  - (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.
- (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

**§110.19. Literature, Grade 7, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 7 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.
  - (2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;
    - (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;
    - (C) complete analogies that describe part to whole or whole to part;
    - (D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus*, *e pluribus unum*, *bona fide*, *nemesis*); and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
  - (3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) describe multiple themes in a work of fiction;
    - (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and
    - (C) analyze how place and time influence the theme or message of a literary work.
  - (4) 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 analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.
  - (5) 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 a playwright's use of dialogue and stage directions.
  - (6) 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) explain the influence of the setting on plot development;
    - (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and

- (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.
- (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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- (8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.
- (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 explain the difference between the theme of a literary work and the author's purpose in an expository text.
- (10) 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:
  - (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
  - (B) distinguish factual claims from commonplace assertions and opinions;
  - (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and
  - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.
- (11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
  - (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and
  - (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.
- (12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
  - (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and
  - (B) explain the function of the graphical components of a text.
- (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:
  - (A) interpret both explicit and implicit messages in various forms of media;

- (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
  - (C) evaluate various ways media influences and informs audiences; and
  - (D) assess the correct level of formality and tone for successful participation in various digital media.
- (26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
  - (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).
- (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

**§110.20. Literature, Grade 8, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.
  - (2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;
    - (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;
    - (C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: \_\_\_\_\_ or soft:kitten as hard: \_\_\_\_\_);
    - (D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
  - (3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) analyze literary works that share similar themes across cultures;
    - (B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and
    - (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.
  - (4) 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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).
  - (5) 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 analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.
  - (6) 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) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;
  - (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and
  - (C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.
- (7) 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 analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.
- (8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.
- (9) 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.
- (10) 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:
  - (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;
  - (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;
  - (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
  - (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.
- (11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
  - (A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and
  - (B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.
- (12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
  - (A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and
  - (B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.

- (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:
- (A) evaluate the role of media in focusing attention on events and informing opinion on issues;
  - (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
  - (C) evaluate various techniques used to create a point of view in media and the impact on audience; and
  - (D) assess the correct level of formality and tone for successful participation in various digital media.
- (26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
  - (C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.
- (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

**Figure: 19 TAC §110.17(b)**  
**19 TAC Chapter 110. Texas Essential Knowledge and Skills for Reading**  
**Subchapter B. Middle School**  
**Reading/Comprehension Skills §110.18 - §110.20**

| <b>Sixth Grade</b><br><i>(§110.18 Literature)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Seventh Grade</b><br><i>(§110.19 Literature)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Eighth Grade</b><br><i>(§110.20 Literature)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p> |

### **§110.25. Reading, Grade 6, 7, 8 (Elective Credit)**

(a) Introduction.

- (1) Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (2) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

- (1) The student uses a variety of word recognition strategies. The student is expected to:
  - (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
  - (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.
- (2) The student acquires vocabulary through reading and systematic word study. The student is expected to:
  - (A) expand vocabulary by reading, viewing, listening, and discussing;
  - (B) determine word meaning by using context;
  - (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings;
  - (D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and
  - (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation.
- (3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
  - (A) read silently for a variety of purposes with comprehension for sustained periods of time;
  - (B) adjust reading rate based on purposes for reading; and
  - (C) read orally at a rate that enables comprehension.
- (4) The student comprehends selections using a variety of strategies. The student is expected to:
  - (A) use prior knowledge and experience to comprehend;

- (B) determine purpose for reading;
  - (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
  - (D) summarize texts by identifying main ideas and relevant details;
  - (E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;
  - (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
  - (G) make connections and find patterns, similarities, and differences across texts;
  - (H) construct visual images based on text descriptions;
  - (I) determine important ideas from texts and oral presentations;
  - (J) manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
  - (K) use questioning to enhance comprehension before, during, and after reading.
- (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to:
- (A) generate relevant, interesting, and researchable questions;
  - (B) locate appropriate print and non-print information using text and technical resources;
  - (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
  - (D) communicate information gained from reading;
  - (E) use compiled information and knowledge to raise additional unanswered questions; and
  - (F) use text organizers such as overviews, headings, and graphic features to locate and categorize information.
- (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
- (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
  - (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents; and
  - (C) understand and interpret visual representations.
- (7) The student formulates and supports responses to various types of texts. The student is expected to:
- (A) respond actively to texts in both aesthetic and critical ways;
  - (B) respond to text through discussion, journal writing, performance, and visual representation; and
  - (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
- (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:

- (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics;
  - (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
  - (C) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
  - (D) recognize modes of reasoning, such as induction and deduction; and
  - (E) recognize logical and illogical arguments in text.
- (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) compare text events with personal and other readers' experiences; and
  - (B) recognize and discuss literary themes and connections that cross cultures.

## Subchapter C. High School

See Figure: 19 TAC §110.30(b)

### **§110.30. Implementation of Texas Essential Knowledge and Skills for Reading, High School, beginning with School Yr 2009-2010.**

- (a) The provisions of §§110.31-110.34 of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.42-110.45 of this subchapter.
- (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.

### **§110.31. Literature I, beginning with School Yr 2009-2010.**

- (a) Introduction.
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
  - (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
    - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
    - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

- (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.
  - (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (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;
    - (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
    - (C) produce analogies that describe a function of an object or its description;
    - (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor*, *carte blanche*, *tete a tete*, *pas de deux*, *bon appetit*, *quid pro quo*); and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.
  - (2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) analyze how the genre of texts with similar themes shapes meaning;
    - (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and
    - (C) relate the figurative language of a literary work to its historical and cultural setting.

- (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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.
- (4) 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 explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.
- (5) 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) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;
  - (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
  - (C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and
  - (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.
- (6) 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 analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.
- (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.
- (8) 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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
- (9) 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:
  - (A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;
  - (B) differentiate between opinions that are substantiated and unsubstantiated in the text;
  - (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and

- (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
  - (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and
  - (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.
- (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) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and
  - (B) analyze factual, quantitative, or technical data presented in multiple graphical sources.
- (12) 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:
  - (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;
  - (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
  - (C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and
  - (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.
- (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
  - (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
  - (C) evaluate the effectiveness of a speaker's main and supporting ideas.
- (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

- (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

**§110.32. Literature II, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English II as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (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;
    - (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
    - (C) infer word meaning through the identification and analysis of analogies and other word relationships;
    - (D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., *glasnost*, *avant-garde*, *coup d'état*); and
    - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.
  - (2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) compare and contrast differences in similar themes expressed in different time periods;
    - (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and
    - (C) relate the figurative language of a literary work to its historical and cultural setting.
  - (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 analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.
  - (4) 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 analyze how archetypes and motifs in drama affect the plot of plays.
  - (5) 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) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;
    - (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;

- (C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and
  - (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.
- (6) 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 evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.
- (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.
- (8) 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 analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.
- (9) 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:
- (A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;
  - (B) distinguish among different kinds of evidence used to support conclusions and arguments (e.g., logical, empirical, anecdotal) in texts;
  - (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and
  - (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and
  - (B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.
- (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) evaluate text for the clarity of its graphics and its visual appeal; and
  - (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).

- (12) 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:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
  - (C) examine how individual perception or bias in coverage of the same event influences the audience; and
  - (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.
- (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
  - (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.
- (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
- (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

**§110.33. Literature III, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (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;
    - (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;
    - (C) infer word meaning through the identification and analysis of analogies and other word relationships;
    - (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and
    - (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.
  - (2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
    - (A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;
    - (B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and
    - (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.
  - (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 analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.
  - (4) 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 analyze the themes and characteristics in different periods of modern American drama.
  - (5) 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) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;
    - (B) analyze the internal and external development of characters through a range of literary devices;

- (C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and
  - (D) demonstrate familiarity with works by authors in American fiction from each major literary period.
- (6) 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 analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.
- (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.
- (8) 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 analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.
- (9) 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:
- (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;
  - (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;
  - (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and
  - (D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.
- (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and
  - (B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.
- (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) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and
  - (B) translate (from text to graphic or from graphic to text) complex factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

- (12) 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:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;
  - (C) evaluate the objectivity of coverage of the same event in various types of media; and
  - (D) evaluate changes in formality and tone across various media for different audiences and purposes.
- (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and
  - (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.
- (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
- (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

**§110.34. Literature IV, beginning with School Yr 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.
  - (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
  - (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English IV as described in subsection (b) of this section.

- (4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
- (A) determine the meaning of 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;
  - (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;
  - (C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);
  - (D) analyze and explain how the English language has developed and been influenced by other languages; and
  - (E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.
- (2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) compare and contrast works of literature that express a universal theme;
  - (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and
  - (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.
- (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.
- (4) 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 evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.
- (5) 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) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;
  - (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;

- (C) compare and contrast the effects of different forms of narration across various genres of fiction; and
  - (D) demonstrate familiarity with works of fiction by British authors from each major literary period.
- (6) 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 analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.
- (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.
- (8) 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 analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.
- (9) 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:
- (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;
  - (B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;
  - (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and
  - (D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.
- (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and
  - (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.
- (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) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and

- (B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.
- (12) 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:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;
  - (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and
  - (D) evaluate changes in formality and tone across various media for different audiences and purposes.
- (24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and
  - (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.
- (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
- (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

**Figure: 19 TAC §110.30(b)**

**19 TAC Chapter 110. Texas Essential Knowledge and Skills for Reading**  
**Subchapter C. High School**  
**Reading/Comprehension Skills §110.31 - §110.34**

| <b>Literature, Grade 9</b><br>(§110.31 Literature)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Literature, Grade 10</b><br>(§110.32 Literature)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Literature, Grade 11</b><br>(§110.33 Literature)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Literature, Grade 12</b><br>(§110.34 Literature)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> | <p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> |

## **Subchapter D. Other High School English Language Arts and Reading Courses**

*Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §28.002, unless otherwise noted.*

### **§110.81. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Other High School English Language Arts and Reading Courses.**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998.

*Source: The provisions of this §110.81 adopted to be effective September 1, 1998, 22 TexReg 7549.*

### **§110.83. Advanced Placement (AP) English Language.**

(a) General requirements. Students can be awarded one-half to one credit for successful completion of this course. Recommended prerequisites: English II.

(b) Content requirements. Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board. This publication may be obtained from the College Board Advanced Placement Program.

*Source: The provisions of this §110.83 adopted to be effective September 1, 1998, 22 TexReg 7549.*

### **§110.84. Advanced Placement (AP) English Literature.**

(a) General requirements. Students can be awarded one-half to one credit for successful completion of this course. Recommended prerequisite: English III or Advanced Placement (AP) English Language.

(b) Content requirements. Content requirements for Advanced Placement (AP) English Literature and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board. This publication may be obtained from the College Board Advanced Placement Program.

*Source: The provisions of this §110.84 adopted to be effective September 1, 1998, 22 TexReg 7549.*

### **§110.86. International Baccalaureate (IB) Language Studies A1 Standard Level.**

(a) General requirements. Students can be awarded one-half to one credit for successful completion of International Baccalaureate (IB) Language Studies A1 Standard Level. To offer this course, the district must meet all requirements of the International Baccalaureate Organization, including teacher training/certification and IB assessment. Recommended prerequisites: English II.

(b) Content requirements. Content requirements for IB Language Studies A1 Standard Level are prescribed by the International Baccalaureate Organization. Curriculum guides may be obtained from International Baccalaureate of North America.

*Source: The provisions of this §110.86 adopted to be effective September 1, 1998, 22 TexReg 7549.*

**§110.87. International Baccalaureate (IB) Language Studies A1 Higher Level.**

(a) General requirements. Students can be awarded one-half to one credit for successful completion of International Baccalaureate (IB) Language Studies A1 Higher Level. To offer this course, the district must meet all requirements of the International Baccalaureate Organization, including teacher training/certification and IB assessment. Recommended prerequisites: Language Studies A1 Standard Level.

(b) Content requirements. Content requirements for IB Language Studies A1 Higher Level are prescribed by the International Baccalaureate Organization. Curriculum guides may be obtained from International Baccalaureate of North America.

*Source: The provisions of this §110.87 adopted to be effective September 1, 1998, 22 TexReg 7549.*

# Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts

## Subchapter A. Elementary

### §128.11. Artes del Lenguaje y Lectura en español, kindergarten

#### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. La rama de Lectura basa su marco teórico en los principales tópicos que aparecen en el Reporte del Panel Nacional de Lectura, como también en otras investigaciones recientes en el área de la lectoescritura en español. En el grado de kindergarten, los estudiantes se involucran en actividades que resaltan su curiosidad natural y su conocimiento previo para desarrollar las habilidades de la lectura, la expresión escrita y el lenguaje oral. A los estudiantes se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder decodificar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la

cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o "one." En español, las dificultades para decodificar no son tan comunes como las dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el grado de Kindergarten, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, ". . . cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.

(b) Conocimientos y Destrezas.

- (1) Lectura/Primeras destrezas de la lectura/Conocimiento de la letra impresa. Los estudiantes entienden cómo el español se escribe y se imprime. Se espera que los estudiantes sean capaces de:

- (A) reconocer que las palabras habladas se representan en forma impresa para poder comunicarlas;
  - (B) identificar las letras mayúsculas y las letras minúsculas;
  - (C) demostrar la correspondencia uno a uno entre la palabra hablada y la palabra impresa en el texto;
  - (D) reconocer la diferencia entre una letra y una palabra impresa;
  - (E) reconocer que las oraciones se componen de palabras separadas por espacios en blanco y demostrar conciencia de los límites o bordes de una palabra (ej., a través de acciones táctiles o de movimientos del cuerpo, tales como aplaudir y brincar);
  - (F) sostener un libro con la portada hacia arriba, dar vuelta a las páginas correctamente, y saber que lo que está impreso se lee de arriba hacia abajo y de izquierda a derecha; y
  - (G) identificar las diferentes partes de un libro (ej., portada, contraportada, título de la página).
- (2) Lectura/Primeras destrezas de la lectura/Conciencia fonológica. Los estudiantes muestran conciencia fonológica. Se espera que los estudiantes sean capaces de:
- (A) identificar que una oración está compuesta de un grupo de palabras;
  - (B) identificar las sílabas en las palabras habladas;
  - (C) oralmente, producir rimas como respuesta a palabras habladas (ej., "¿Qué rima con mesa?");
  - (D) distinguir palabras presentadas oralmente, pares de palabras que riman de las que no riman;
  - (E) reconocer el concepto de la aliteración en palabras habladas o grupos de palabras que comienzan con el mismo sonido inicial (ej., "Pepe Pecas pica papas");
  - (F) mezclar o unir fonemas hablados para formar sílabas y palabras (ej., /m/ ... /a/ diga ma, ma-pa diga "mapa");
  - (G) separar el sonido silábico inicial en las palabras habladas (ej., /pa/ta, /la/ta, /ra/ta); y
  - (H) separar palabras polisílabas habladas en dos o tres sílabas (ej., /to/ /ma/ /te/).
- (3) Lectura/Primeras destrezas de la lectura/Fonética. Los estudiantes utilizan las relaciones entre las letras y los sonidos y el análisis morfológico para decodificar el español impreso. Se espera que los estudiantes sean capaces de:
- (A) decodificar las 5 vocales;
  - (B) decodificar sílabas;
  - (C) usar el conocimiento fonológico para emparejar sonidos con letras individuales y con sílabas, incluyendo consonantes fuertes y suaves tales como "r," "c," y "g";
  - (D) decodificar la "y" impresa cuando se usa como una conjunción, como en "mamá y papá";
  - (E) familiarizarse con el concepto que la "h" es muda;
  - (F) familiarizarse con las grafías /ch/, /rr/;
  - (G) familiarizarse con el concepto que la "ll" y la "y" tienen el mismo sonido (ej., llave, ya);

- (H) utilizar el conocimiento de las relaciones entre las consonantes y las vocales para decodificar sílabas y palabras de un texto y las que no dependen de un contenido (ej. palabras que tengan CV, VC, CVC, CVCV); y
- (I) reconocer las palabras nuevas que se forman al cambiar, añadir u omitir sílabas.
- (4) Lectura/Primeras destrezas de la lectura/Estrategias. Los estudiantes comprenden una variedad de textos utilizando estrategias útiles cuando sea necesario. Se espera que los estudiantes sean capaces de:
  - (A) predecir qué sucede próximamente en el texto, basándose en la portada, en el título y en las ilustraciones; y
  - (B) formular preguntas y responder a preguntas sobre textos leídos en voz alta.
- (5) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan correctamente al leer y al escribir. Se espera que los estudiantes sean capaces de:
  - (A) identificar y usar palabras que nombren acciones, direcciones, posiciones, secuencias y lugares;
  - (B) familiarizarse con el vocabulario apropiado para el grado escolar, incluyendo palabras de contenido y funcionales
  - (C) reconocer que las palabras compuestas se forman de la unión de dos palabras (ej., saca + puntas = sacapuntas);
  - (D) identificar y clasificar dibujos de objetos en categorías conceptuales (ej., colores, formas, texturas); y
  - (E) utilizar un diccionario con ilustraciones para encontrar palabras.
- (6) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) identificar los elementos de un cuento, incluyendo el ambiente, los protagonistas y los sucesos claves;
  - (B) discutir la idea principal (el tema) de un cuento o de una fábula tradicional famosos y conectarla con su experiencia personal;
  - (C) reconocer los detalles sensoriales; y
  - (D) reconocer frases y personajes recurrentes que aparecen en cuentos de hadas, canciones de cuna y cuentos folklóricos tradicionales, de diferentes culturas.
- (7) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de responder al ritmo y a la rima que hay en la poesía, identificando un golpecito regular y las similitudes en los sonidos de las palabras.
- (8) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) volver a contar un suceso de un cuento leído en voz alta; y
  - (B) describir los personajes de un cuento y las razones de su comportamiento.

- (9) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el tópico de un texto informativo, después de escucharlo.
- (10) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) identificar el tópico y los detalles en un texto expositivo, después de escucharlo o leerlo, haciendo alusión a las palabras y/o ilustraciones;
  - (B) volver a contar los hechos en un texto, después de escucharlo o leerlo;
  - (C) discutir las maneras que los autores usan para agrupar información en un texto; y
  - (D) usar títulos e ilustraciones para predecir sobre un texto.
- (11) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
- (A) seguir direcciones ilustradas o graficadas (ej., recetas, experimentos científicos); y
  - (B) identificar el significado de señales específicas (ej., señales de tránsito, señales de advertencia).
- (12) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
- (A) identificar diferentes formas de publicidad (ej., avisos, periódicos, radio programas); y
  - (B) identificar las técnicas utilizadas por los medios publicitarios (ej., sonido, movimiento).
- (13) Expresión escrita/Proceso de la escritura. Los estudiantes usan elementos del proceso de la escritura (planificar, hacer borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
- (A) planificar un primer borrador para desarrollar un escrito, generando ideas de un tema discutido en la clase;
  - (B) desarrollar borradores, siguiendo la secuencia de la acción o los detalles de un cuento;
  - (C) revisar borradores agregando detalles o frases;
  - (D) corregir borradores dejando espacios entre las letras y las palabras; y
  - (E) compartir los escritos con los demás.
- (14) Expresión escrita/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, sucesos e ideas reales o imaginarias. Se espera que los estudiantes sean capaces de:
- (A) dictar o escribir oraciones para contar un cuento y poner las oraciones en orden cronológico; y
  - (B) escribir poemas cortos.

- (15) Expresión escrita/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos para comunicar ideas e información a audiencias específicas, con propósitos específicos. Se espera que los estudiantes sean capaces de dictar o escribir información para crear listas, subtítulos o invitaciones.
- (16) Uso de las reglas gramaticales orales y escritas/Uso del lenguaje. Los estudiantes comprenden la función y el uso del lenguaje académico al hablar y al escribir. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) comprender y utilizar las siguientes partes del discurso en el contexto de la lectura, la expresión escrita y el habla (con asistencia de adultos):
    - (i) verbos, incluyendo los imperativos, verbos, incluyendo los tiempos pasado y futuro al hablar;
    - (ii) sustantivos (singulares/plurales)
    - (iii) palabras descriptivas
    - (iv) preposiciones y frases preposicionales simples, apropiadamente, al hablar y al escribir (ej., en, de, por la tarde, en la mañana); y
    - (v) pronombres personales (ej., yo, ellos);
  - (B) hablar usando oraciones completas para comunicarse; y
  - (C) usar oraciones completas simples
- (17) Uso de las reglas gramaticales orales y escritas /Letra manuscrita, Uso de las letras mayúsculas y los signos de puntuación. Los estudiantes escriben con letra legible y usan apropiadamente las mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes sean capaces de:
- (A) formar letras mayúsculas y minúsculas legibles, usando las reglas gramaticales básicas de la letra manuscrita (progresando de derecha a izquierda y de arriba hacia abajo);
  - (B) escribir con mayúscula la primera letra de la oración; y
  - (C) usar los signos de puntuación al comienzo (si es apropiado) y al final de una oración.
- (18) Uso de las reglas gramaticales orales y escritas /Deletrear/ortografía. Los estudiantes deletrean palabras correctamente. Se espera que los estudiantes sean capaces de:
- (A) usar el conocimiento fonológica para emparejar sonidos con letras o con sílabas;
  - (B) utilizar las correspondencias entre las letras y los sonidos para deletrear monosílabos y polisílabos.
  - (C) utilizar el conocimiento de las relaciones que hay entre las consonantes y las vocales para deletrear sílabas y palabras en un texto o las que no dependan de un contenido (ej. CV, ma; VC, un; VCV, oso; CVC, sol; CVCV, mesa);
  - (D) utilizar la “y” para representar /i/ cuando se usa como una conjunción (ej., mamá y papá);y
  - (E) escribir su propio nombre.
- (19) Investigación/Plan de investigación. Los estudiantes formulan preguntas de investigación amplias y desarrollan un plan para responderlas. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
- (A) formular preguntas sobre tópicos del interés de la clase; y

- (B) decidir qué fuentes o quiénes en la clase, en la escuela, en la biblioteca o en el hogar pueden responder estas preguntas.
- (20) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todos los recursos relevantes para responder una pregunta y sistemáticamente registran la información recopilada. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
  - (A) recopilar información de fuentes proporcionadas; y
  - (B) utilizar dibujos junto con lo escrito, al documentar investigaciones.
- (21) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
  - (A) escuchar atentamente, mirando al interlocutor, formulando preguntas para clarificar la información; y
  - (B) seguir direcciones orales que involucren una secuencia corta de acciones relacionadas.
- (22) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de compartir información e ideas hablando de manera audible y clara, usando las reglas gramaticales pertinentes.
- (23) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de seguir reglas conversacionales, incluyendo el tomar turnos y el hablar una persona a la vez.

## §128.12. Artes del Lenguaje y Lectura en español, primer grado

### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. La rama de Lectura basa su marco teórico en los principales tópicos que aparecen en el Reporte del Panel Nacional de Lectura, como también en otras investigaciones recientes en el área de la lectoescritura en español. En el primer grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder descifrar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o "one." En español, las dificultades para decodificar no son tan comunes como las

dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el primer grado, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, "... cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.
- (b) Conocimientos y Destrezas.
    - (1) Lectura/Primeras destrezas de la lectura/Conocimiento de la letra impresa. Los estudiantes entienden cómo el español se escribe y se imprime. Se espera que los estudiantes sean capaces de:
      - (A) reconocer que las palabras habladas se representan en español escrito a través de secuencias específicas de letras;
      - (B) identificar las letras mayúsculas y las letras minúsculas;

- (C) ordenar en secuencia las letras del alfabeto;
  - (D) reconocer los diferentes rasgos de una oración (ej., escribir la primera letra con mayúscula, el uso de los signos de puntuación al principio y al final, y el guión para indicar diálogo);
  - (E) leer los textos de arriba hacia abajo de la página y siguiendo las palabras de izquierda a derecha y devolviéndose al siguiente renglón; y
  - (F) identificar la información que nos proporcionan las diferentes partes de un libro (ej., título, autor, ilustrador, tabla de contenidos).
- (2) Lectura/Primeras destrezas de la lectura/Conciencia fonológica. Los estudiantes muestran conciencia fonológica. Se espera que los estudiantes sean capaces de:
- (A) generar, oralmente, una serie de palabras originales que rimen, usando una variedad de finales (ej., -ita, -osa, -ión);
  - (B) reconocer el cambio en una palabra hablada al cambiar, agregar u omitir o sacar un fonema o una sílaba (ej., ma-lo a ma-sa; to-mo a co-mo);
  - (C) mezclar o unir fonemas hablados para formar sílabas y palabras (ej., sol, pato);
  - (D) distinguir palabras presentadas oralmente, pares de palabras que riman de las que no riman;
  - (E) identificar sílabas en palabras habladas, incluyendo diptongos y *hiatos* (le-er, rí-o; quie-ro na-die, ra-dio, sa-po); y
  - (F) separar palabras polisílabas en dos o cuatro sílabas (ej., ra-na, má-qui-na, te-lé-fo-no).
- (3) Lectura/Primeras destrezas de la lectura/Fonética. Los estudiantes utilizan las relaciones entre las letras y los sonidos para decodificar el español impreso. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
- (A) decodificar las 5 vocales;
  - (B) decodificar sílabas;
  - (C) usar el conocimiento fonológico para emparejar sonidos con letras individuales y con sílabas, incluyendo consonantes fuertes y suaves tales como "r," "c," y "g";
  - (D) decodificar la "y" impresa cuando se usa como una conjunción, como en mamá y papá;
  - (E) decodificar palabras en contexto y por separado, aplicando el conocimiento de las relaciones que hay entre las letras y los sonidos en diferentes estructuras, incluyendo:
    - (i) sílabas abiertas (ej., CV, la; VCV, ala; CVCV, toma);
    - (ii) sílabas cerradas (ej., VC, un; CVC, mes);
    - (iii) mezcla de consonantes (ej., bra/bra-zo; glo/glo-bo); y
    - (iv) grafías de consonantes (ej., ch/chi-le; ll/lla-ve; rr/pe-rro);
  - (F) decodificar palabras con la "h" muda;
  - (G) decodificar palabras que tengan las sílabas que-, qui-, como en queso y quito; gue-, gui-, como en guiso y juguete; y güe-, güi-, como en pingüino y agüita;

- (H) decodificar palabras que tengan los mismos sonidos representados por diferentes letras (ej., "r" y "rr," como en ratón y perro; "ll" y "y," como en llave y yate; "g" y "j," como en gigante y jirafa; "c," "k," y "q," como en casa, kilo, y quince; "s," "z," como en cereal, semilla, y zapato; "j" y "x," como en cojín y México; "i" y "y," como en imán y doy; "b" y "v," como en burro y vela);
  - (I) identificar la sílaba acentuada (*sílaba tónica*);
  - (J) decodificar palabras que tengan acento ortográfico (ej., papá, mamá); y
  - (K) utilizar el conocimiento del significado de los lexemas o raíces para identificar y leer palabras compuestas comunes (ej., sacapuntas, abrelatas, salvavidas).
- (4) Lectura/Primeras destrezas de la lectura/Estrategias. Los estudiantes comprenden una variedad de textos utilizando estrategias útiles cuando sea necesario. Se espera que los estudiantes sean capaces de:
- (A) confirmar las predicciones de lo que pasará próximamente en el texto, "leyendo la parte que dice";
  - (B) hacer preguntas relevantes, buscar clarificación y localizar hechos y detalles de las historias y de otros textos; y
  - (C) establecer un propósito para leer textos seleccionados y supervisar la comprensión, haciendo correcciones y ajustes cuando se pierde la comprensión (ej., claves de identificación, uso del conocimiento previo, generar preguntas, volver a leer una parte en voz alta).
- (5) Lectura/Fluidez. Los estudiantes leen textos apropiados a su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.
- (6) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan correctamente al leer y al escribir. Se espera que los estudiantes sean capaces de:
- (A) identificar palabras que nombren acciones (verbos) y palabras que nombren personas, lugares y cosas (sustantivos);
  - (B) determinar el significado de las palabras compuestas, usando el conocimiento del significado de las palabras individuales que las componen (ej., paraguas);
  - (C) determinar el significado de las palabras por el papel que cumplen en una oración, hablada o leída;
  - (D) identificar y clasificar palabras en categorías conceptuales (ej., opuestos, organismos vivos); y
  - (E) poner en orden alfabético una serie de palabras por su primera o segunda letra y usar un diccionario para encontrar palabras.
- (7) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) conectar el significado de un cuento o de una fábula famosa con las experiencias personales; y
  - (B) explicar la función de las frases recurrentes (ej., "Había una vez" o "Colorín Colorado, este cuento se ha acabado") en leyendas folklóricas y cuentos de hadas tradicionales.

- (8) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de responder a y usar ritmo, rima y aliteración en la poesía.
- (9) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) describir la trama (problema y solución) y volver a contar el principio, el medio y el final de una historia, poniendo atención a la secuencia de eventos; y
  - (B) describir los personajes de una historia y justificar sus acciones y sentimientos.
- (10) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de determinar si una historia es verdadera o ficticia y explicar el porqué.
- (11) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de reconocer los detalles sensoriales en un texto literario.
- (12) Lectura/Comprensión de texto/Lectura independiente. Los estudiantes leen en forma independiente por algún período de tiempo, y producen evidencia de lo que leen. Se espera que los estudiantes sean capaces de leer en forma independiente por algún período de tiempo.
- (13) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el tópico y explicar el propósito del autor para escribir sobre el texto.
- (14) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) volver a exponer la idea principal, escuchada o leída;
  - (B) identificar hechos o detalles importantes en el texto, escuchados o leídos;
  - (C) volver a contar el orden de los sucesos de un texto, haciendo alusión a las palabras y/o a las ilustraciones; y
  - (D) usar las características de un texto (ej., título, tabla de contenidos, ilustraciones) para localizar información específica en un texto.
- (15) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
  - (A) seguir instrucciones escritas de pasos múltiples, con claves pictóricas para facilitar la comprensión; y
  - (B) explicar el significado de señales y símbolos específicos (ej., rasgos de los mapas).

- (16) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
- (A) reconocer (con asistencia de adultos) los diferentes propósitos de los medios publicitarios (ej., informativo, de entretenimiento); y
  - (B) identificar las técnicas utilizadas por los medios publicitarios (ej., sonido, movimiento).
- (17) Expresión escrita/Proceso de la escritura. Los estudiantes usan elementos del proceso de la escritura (planificar, hacer borradores, revisar, corregir y publicar) para componer un texto. Se espera que los estudiantes sean capaces de:
- (A) planificar un primer borrador generando ideas para escribir; (ej., dibujando, compartiendo ideas, listando ideas claves);
  - (B) desarrollar borradores poniendo las ideas en secuencia, escribiendo oraciones;
  - (C) revisar borradores, agregando o borrando una palabra, una frase o una oración;
  - (D) corregir la gramática, los signos de puntuación y la ortografía de un borrador, usando una rúbrica hecha por el maestro/a; y
  - (E) publicar y compartir el trabajo escrito con los demás
- (18) Expresión escrita/Textos literarios. Los estudiantes escriben textos literarios para expresar sus ideas y sentimientos sobre personas, sucesos e ideas reales o imaginarias. Se espera que los estudiantes sean capaces de:
- (A) escribir historias breves que incluyan un comienzo, un medio y un final; y
  - (B) escribir poemas cortos que transmitan detalles sensoriales.
- (19) Expresión escrita/Textos expositivos e instructivos. Los estudiantes escriben textos expositivos e instructivos para comunicar ideas e información a audiencias específicas, con propósitos específicos. Se espera que los estudiantes sean capaces de:
- (A) escribir composiciones breves sobre tópicos de interés para el estudiante;
  - (B) escribir cartas breves, poniendo las ideas en orden cronológico o en una secuencia lógica y usando reglas gramaticales apropiadas (ej., fecha, saludo, cierre); y
  - (C) escribir comentarios breves de textos literarios o informativos.
- (20) Uso de las reglas gramaticales orales y escritas/Uso del lenguaje. Los estudiantes comprenden la función y el uso del lenguaje académico al hablar y al escribir. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) comprender y utilizar las siguientes partes del discurso en el contexto de la lectura, la expresión escrita y el habla:
    - (i) verbos en el pasado, presente y futuro en el modo indicativo (canto, canté)
    - (ii) sustantivos (singulares/plurales, comunes/proprios;
    - (iii) adjetivos (ej., descriptivos: verde, alto);
    - (iv) adverbios (ej., tiempo: antes, después);
    - (v) preposiciones y frases preposicionales (ej., *por* la mañana)
    - (vi) pronombres personales (ej., yo, ellos); y

- (vii) las palabras de transición (ej., primero, luego, después);
  - (B) hablar usando oraciones completas, expresando concordancia entre el artículo y el sustantivo (ej., la pelota, el mapa, el agua, la mano, el águila); e
  - (C) identificar y leer abreviaciones (ej., Sr., Sra.)
- (21) Uso de las reglas gramaticales orales y escritas /Letra manuscrita, Uso de las letras mayúsculas y los signos de puntuación. Los estudiantes escriben con letra legible y usan apropiadamente las mayúsculas y los signos de puntuación en sus composiciones. Se espera que los estudiantes sean capaces de:
- (A) formar letras mayúsculas y minúsculas legibles, usando las reglas gramaticales básicas de la letra manuscrita (progresando de derecha a izquierda y de arriba hacia abajo); incluyendo los espacios en blanco entre las palabras y las oraciones;
  - (B) reconocer y usar las reglas gramaticales básicas del uso de las mayúsculas:
    - (i) comienzo de las oraciones; y
    - (ii) los nombres de las personas; y
  - (C) reconocer y usar los signos de puntuación al comienzo y al final de las oraciones exclamativas e interrogativas y al final de las oraciones declarativas.
- (22) Uso de las reglas gramaticales orales y escritas /Deletrear/ortografía. Los estudiantes deletrean palabras correctamente. Se espera que los estudiantes sean capaces de:
- (A) usar el conocimiento fonológico para emparejar sonidos con letras y sílabas para construir palabras;
  - (B) usar patrones de sonidos silábicos para generar una serie de palabras originales que riman, usando una variedad de patrones finales (ej., -ción, -illa, -ita, -ito);
  - (C) mezclar fonemas para formar sílabas y palabras (ej., mismo, tarde);
  - (D) familiarizarse con las palabras usando patrones ortográficos que incluyen:
    - (i) palabras que contienen una /r/ fuerte, deletreada como "r" o "rr", como en ratón y en carro;
    - (ii) palabras que contienen una /r/ suave deletreada como "r" y siempre entre vocales, como en pero y perro;
    - (iii) palabras que contienen sílabas con la "h" muda como en hora y hoy;
    - (iv) palabras que contienen las sílabas que-, qui, como en queso y quito;
    - (iv) palabras que contienen las sílabas gue-, gui-, como en guiso y juguete;
    - (iv) palabras que contienen las sílabas güe-, güi-, como en pingüino y agüita;
    - (v) palabras que tienen el mismo sonido representado por diferentes letras (ej., "r" y "rr," como en ratón y perro; "ll" y "y," como en llave y yate; "g" y "j," como en gigante y jirafa; "c," "k," y "q," como en casa, kilo, y quince; "c," "s," y "z," como en cereal, semilla, y zapato; "j" y "x," como en cojín y México; "i" y "y," como en imán y doy; "b" y "v," como en burro y vela);
    - (vi) palabras que contienen una "n" antes de una "v" (ej., invitar), una "m" antes de una "b" (ej., cambiar) y una "m" antes de una "p" (ej., importante);
  - (E) familiarizarse con palabras que contienen grupos de consonantes (ej., bra/bra-zo-, glo/glo-bo-);
  - (F) usar el conocimiento de los sonidos silábicos, las partes de una palabra, la segmentación de las palabras y la división de sílabas para deletrear;

- (G) familiarizarse con las palabras que tienen acento prosódico u ortográfico en la última sílaba (palabras agudas) (ej., calor, ratón);
  - (H) familiarizarse con el uso apropiado de los acentos en las palabras comúnmente usadas para formular preguntas y exclamaciones (ej., cuál, dónde, cómo);
  - (I) familiarizarse con la creación de la forma plural de las palabras que terminan en “z” , cambiando la “z” por “c” antes de -es (ej., lápiz, lápices, feliz, felices); y
  - (J) utilizar recursos para encontrar el deletreo correcto.
- (23) Investigación/Plan de investigación. Los estudiantes formulan preguntas de investigación amplias y desarrollan un plan para responderlas. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
- (A) generar una lista de tópicos de interés de la clase y formular preguntas amplias sobre uno o dos de los tópicos; y
  - (B) decidir cuáles podrían ser las fuentes más relevantes para responder estas preguntas.
- (24) Investigación/Recopilación de recursos. Los estudiantes determinan, localizan y exploran todos los recursos relevantes para responder una pregunta y sistemáticamente registran la información recopilada. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de:
- (A) recopilar evidencia de fuentes disponibles (naturales y personales) como también a través de entrevistas con expertos;
  - (B) usar los rasgos de un texto (ej., tabla de contenidos, índice alfabético) en los trabajos de referencia, apropiados para la edad, (ej., diccionarios ilustrados) con el propósito de localizar información; y
  - (C) registrar información básica en formatos visuales simples (ej., notas, tablas, gráficos visuales, diagramas).
- (25) Investigación/Síntesis de la información. Los estudiantes clarifican preguntas de investigación y evalúan y sintetizan la información recopilada. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de revisar el tópico (con la asistencia de adultos) como resultado de las respuestas a las preguntas iniciales de la investigación.
- (26) Investigación/Organización y presentación de ideas. Los estudiantes presentan sus ideas y su información de acuerdo al propósito de la investigación y a su audiencia. Se espera que los estudiantes (con la asistencia de adultos) sean capaces de crear una exposición visual o una dramatización (con la asistencia de adultos) para dar a conocer los resultados de la investigación.
- (27) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) escuchar atentamente a los interlocutores, formulando preguntas para clarificar la información; y
  - (B) seguir, volver a exponer y dar instrucciones orales que involucren una secuencia corta de acciones relacionadas.
- (28) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de compartir información e ideas sobre un tópico, hablando de manera audible y clara, con un ritmo apropiado, usando las reglas gramaticales pertinentes.

- (29) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de seguir reglas conversacionales, incluyendo el escuchar a los demás, hablar cuando le toque el turno y hacer contribuciones apropiadas.

### §128.13. Artes del Lenguaje y Lectura en español, segundo grado

#### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. La rama de Lectura basa su marco teórico en los principales tópicos que aparecen en el Reporte del Panel Nacional de Lectura, como también en otras investigaciones recientes en el área de la lectoescritura en español. En el segundo grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder descifrar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o "one." En español, las dificultades para decodificar no son tan comunes como las

dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el segundo grado, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, "... cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.

(b) Conocimientos y Destrezas.

- (1) Lectura/Primeras destrezas de la lectura/Conocimiento de la letra impresa. Los estudiantes entienden cómo el español se escribe y se imprime. Se espera que los estudiantes sean capaces de distinguir los rasgos de una oración (ej., escribir la primera palabra con mayúscula, signos de puntuación al comienzo y al final, comas, comillas, y el guión que indica un diálogo).

- (2) Lectura/Primeras destrezas de la lectura/Fonética. Los estudiantes utilizan las relaciones entre las letras y los sonidos, patrones ortográficos para deletrear y análisis morfológico para decodificar el español impreso. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
- (A) decodificar palabras en contexto y por separado, aplicando el conocimiento de las relaciones que hay entre las letras y los sonidos en diferentes estructuras silábicas, incluyendo:
    - (i) sílabas abierta (CV, ej., la/la-ta; to/to-ma);
    - (ii) sílabas cerradas (CVC, ej., mes, sol);
    - (iii) diptongos (ej., viernes, pie, fui);
    - (iv) hiatos (ej., fideo, poeta);
    - (v) grupos de consonantes (ej., bra/bra-zo; glo/glo-bo); y
    - (vi) grafías de consonantes (ej., ch/chi-le; ll/lla-ve; rr/pe-rro);
  - (B) usar las reglas ortográficas para segmentar y combinar sílabas, incluyendo diptongos (ej., pue-de, sien-te, va-ca);
  - (C) decodificar palabras con la "h" muda, con mayor precisión.
  - (D) familiarizarse con palabras que tengan las sílabas que-, qui-, como en queso y quito; gue-, gui- como en guiso y juguete; y güe-, güi-, como en pingüino y agüita;
  - (E) decodificar palabras que tengan los mismos sonidos representados por diferentes letras, con mayor precisión (ej., "r" y "rr," como en ratón y perro; "ll" y "y," como en llave y yate; "g" y "j," como en gigante y jirafa; "c," "k," y "q," como en casa, kilo, y quince; "c," "s," y "z," como en cereal, semilla, y zapato; "j" y "x," como en cojín y México; "i" y "y," como en imán y doy; "b" y "v," como en burro y vela);
  - (F) leer palabras con prefijos (ej., in-, des-) y sufijos comunes (ej., -mente, -dad, -oso);
  - (G) identificar y leer abreviaciones (ej., Sr., Dra.);
  - (H) identificar la sílaba acentuada (*sílaba tónica*);
  - (I) decodificar palabras que tengan acento ortográfico (ej., papá, avión);
  - (J) utilizar el conocimiento del significado de los lexemas o raíces para identificar y leer palabras compuestas comunes (ej., sacapuntas, abrelatas, sobrecama).
- (3) Lectura/Primeras destrezas de la lectura/Estrategias. Los estudiantes comprenden una variedad de textos utilizando estrategias útiles cuando sea necesario. Se espera que los estudiantes sean capaces de:
- (A) usar ideas (ej., ilustraciones, títulos, oraciones principales, palabras claves, y pistas literarias o foreshadowing o presagiar) para formular y confirmar predicciones;
  - (B) hacer preguntas relevantes, buscar clarificación y localizar hechos y detalles de las historias y de otros textos, y apoyar las respuestas con evidencia del texto; y
  - (C) establecer un propósito para leer textos seleccionados y supervisar la comprensión, haciendo correcciones y ajustes cuando se pierde la comprensión (ej., claves de identificación, uso del conocimiento previo, generar preguntas, volver a leer una parte en voz alta).

- (4) Lectura/Fluidez. Los estudiantes leen textos apropiados a su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.
- (5) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan al leer y al escribir. Se espera que los estudiantes sean capaces de:
  - (A) usar prefijos y sufijos para determinar el significado de las palabras (ej., componer/descomponer; obedecer/desobedecer);
  - (B) usar el contexto para determinar el significado relevante de palabras no familiares o palabras con significados múltiples;
  - (C) identificar y usar palabras comunes con distinto significado (antónimos) o con significados similares (sinónimos); y
  - (D) poner en orden alfabético una serie de palabras por su primera o segunda letra y usar un diccionario o un glosario para encontrar palabras.
- (6) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) identificar las moralejas, como temas en fábulas, leyendas, mitos o historias; y
  - (B) comparar diferentes versiones de la misma historia, de cuentos folklóricos contemporáneos y tradicionales, respetando sus personajes, los ambientes y la trama.
- (7) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de describir cómo la rima, el ritmo y la repetición interactúan para crear imágenes en la poesía.
- (8) Lectura/Comprensión de texto literario/Drama. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos del drama, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar los elementos de un diálogo y usarlos en obras informales.
- (9) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) describir las semejanzas y las diferencias en las tramas y ambientes de varias obras del mismo autor;
  - (B) describir los personajes principales en las obras de ficción, incluyendo sus rasgos, motivaciones y sentimientos.
- (10) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de distinguir entre los textos de ficción y los basados en hechos reales

- (11) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de reconocer que algunas palabras tienen significados literales y otras no (ej., tomar el autobús).
- (12) Lectura/Comprensión de texto/Lectura independiente. Los estudiantes leen en forma independiente por algún período de tiempo, y producen evidencia de lo que leen. Se espera que los estudiantes sean capaces de leer en forma independiente por algún período de tiempo y parafrasear el contenido de la lectura, manteniendo el significado.
- (13) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el tópico y explicar el propósito del autor para escribir sobre el texto.
- (14) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) identificar la idea principal de un texto y distinguirla del tópico;
  - (B) localizar los hechos que están claramente especificados en el texto;
  - (C) describir el orden de los sucesos o las ideas de un texto; y
  - (D) usar las características de un texto (ej., título, tabla de contenidos, encabezamiento) para localizar información específica en un texto.
- (15) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
  - (A) seguir instrucciones escritas, de pasos múltiples; y
  - (B) utilizar los rasgos comunes de un gráfico para facilitar la interpretación de un texto (ej., subtítulo, ilustraciones).
- (16) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
  - (A) reconocer los diferentes propósitos de los medios publicitarios (ej., informativo, de entretenimiento);
  - (B) describir las técnicas que se utilizan para crear mensajes publicitarios (ej., sonido, gráficos); e
  - (C) identificar variadas reglas gramaticales del lenguaje escrito que se utilizan en los medios de publicidad digital (ej., correo electrónico, sitio en el Internet, juegos de video).
- (28) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
  - (A) escuchar atentamente a los interlocutores, formulando preguntas para clarificar la información; y

- (B) seguir, volver a exponer y dar instrucciones orales que involucren una secuencia corta de acciones relacionadas.
- (29) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de compartir información e ideas sobre el tópico en discusión, hablando claramente, con un ritmo apropiado y usando las reglas gramaticales pertinentes.
- (30) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de seguir reglas conversacionales, incluyendo el escuchar a los demás, hablar cuando le toque el turno y hacer contribuciones apropiadas.

## §128.14. Artes del Lenguaje y Lectura en español, tercer grado

### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. Los estándares son acumulativos –los estudiantes continuarán enfatizando estándares previos, cuando sea necesario, a medida que cubren los estándares de su grado escolar. En el tercer grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
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  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el tercer grado, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, "... cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.

(b) Conocimientos y Destrezas.

- (1) Lectura/Primeras destrezas de la lectura/Fonética. Los estudiantes utilizan las relaciones entre las letras y los sonidos y patrones ortográficos de deletreo para decodificar el español impreso. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
  - (A) usar las reglas ortográficas para segmentar y combinar sílabas, incluyendo diptongos (ej., na-die, ra-dio);

- (B) decodificar palabras con la "h" muda, con mayor precisión;
  - (C) decodificar palabras que tengan las sílabas que-, qui- como en queso y quito; gue-, gui- como en guiso y juguete; y güe-, güi- como en pingüino y agüita;
  - (D) desarrollar el reconocimiento automático de las palabras que tengan los mismos sonidos representados por diferentes letras, con mayor precisión (ej., "r" y "rr," como en ratón y perro; "ll" y "y," como en llave y yate; "g" y "j," como en gigante y jirafa; "c," "k," y "q," como en casa, kilo, y quince; "c," "s," y "z," como en cereal, semilla, y zapato; "j" y "x," como en cojín y México; "i" y "y," como en imán y doy; "b" y "v," como en burro y vela);
  - (E) leer palabras con prefijos (ej., in-, des-) y sufijos comunes (ej., -mente, -dad, -oso);
  - (F) identificar la sílaba acentuada (*sílaba tónica*);
  - (G) decodificar palabras que tengan acento ortográfico (ej., día, también, después);
  - (H) utilizar el conocimiento del significado de los lexemas o raíces para identificar y leer palabras compuestas comunes (ej., sacapuntas, abrelatas, salvavidas); y
  - (I) supervisar la precisión para decodificar palabras que tienen el mismo sonido representado por diferentes letras.
- (2) Lectura/Primeras destrezas de la lectura/Estrategias. Los estudiantes comprenden una variedad de textos utilizando estrategias útiles cuando sea necesario. Se espera que los estudiantes sean capaces de:
- (A) usar ideas (ej., ilustraciones, títulos, oraciones principales, palabras claves y pistas literarias o foreshadowing o presagiar) para formular y confirmar predicciones;
  - (B) hacer preguntas relevantes, buscar clarificación y localizar hechos y detalles de las historias y de otros textos, y apoyar las respuestas con evidencia del texto; y
  - (C) establecer un propósito para leer textos seleccionados y supervisar la comprensión, haciendo correcciones y ajustes cuando se pierde la comprensión (ej., claves de identificación, uso del conocimiento previo, generar preguntas, volver a leer una parte en voz alta).
- (3) Lectura/Fluidez. Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.
- (4) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan al leer y al escribir. Se espera que los estudiantes sean capaces de:
- (A) identificar el significado común de los prefijos (ej., ex-, des-) y de los sufijos (ej., -era, -oso) y saber cómo éstos cambian el significado de las raíces;
  - (B) usar el contexto para determinar el significado relevante de palabras no familiares o distinguir de la gama de palabras con significados múltiples y homógrafos; (ej., vino-la bebida; vino-del verbo venir);
  - (C) identificar y usar antónimos, sinónimos y homófonos (ej., tubo, tuvo);
  - (D) identificar y usar juegos lingüísticos orales (ej., trabalenguas, palíndromos, adivinanzas); y
  - (E) poner en orden alfabético una serie de palabras hasta la tercera letra y usar un diccionario o un glosario para determinar los significados y la segmentación de sílabas de palabras no conocidas.

- (5) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) parafrasear los temas y los detalles de apoyo de las fábulas, las leyendas, los mitos o las historias; y
  - (B) comparar y contrastar los escenarios en los mitos y en los cuentos folklóricos tradicionales.
- (6) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de describir las características de las distintas formas poéticas y cómo éstas crean imágenes (ej., poesía narrativa, poesía lírica, poesía humorística, verso libre).
- (7) Lectura/Comprensión de texto literario/Drama. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos del drama, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar los elementos de la trama y de los personajes cuando se presentan a través de un diálogo, en guiones leídos, vistos, escritos o actuados.
- (8) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) ordenar en secuencia y resumir los sucesos principales de una trama y explicar su influencia en sucesos futuros;
  - (B) describir la interacción de los personajes incluyendo sus relaciones y los cambios que experimentan; e
  - (C) identificar si el narrador o el orador de una historia está narrando en primera o tercera persona.
- (9) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar la diferencia de punto de vista entre una biografía y una autobiografía.
- (10) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el lenguaje que crea experiencias visuales gráficas y atrae los sentidos.
- (11) Lectura/Comprensión de texto/Lectura independiente. Los estudiantes leen en forma independiente por algún período de tiempo, y producen evidencia de lo que leen. Se espera que los estudiantes sean capaces de leer en forma independiente por algún período de tiempo y parafrasear el contenido de la lectura, manteniendo el significado y el orden lógico (ej., generar un diario o un registro de lectura; participar en charlas de libros).

- (12) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el tópico y explicar el propósito del autor para escribir sobre el texto.
- (13) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) identificar los detalles o hechos que apoyan la idea principal;
  - (B) sacar conclusiones de los hechos presentados en un texto y apoyar estas aseveraciones con evidencia textual;
  - (C) identificar, en los textos, las relaciones de causa y efecto explícitas entre las ideas; y
  - (D) usar rasgos de los textos (ej., texto resaltado en negritas, subtítulo, palabras claves, letra cursiva) para localizar información y formular y verificar predicciones sobre los contenidos del texto.
- (14) Lectura/ Comprensión de texto informativo/Texto persuasivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto persuasivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar lo que el autor está tratando de persuadir al lector que piense o haga.
- (15) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
- (A) seguir y explicar instrucciones escritas, de pasos múltiples; y
  - (B) localizar y usar información específica de los rasgos gráficos de un texto.
- (16) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
- (A) comprender cómo cambia la comunicación cuando se mueve de un género publicitario a otro;
  - (B) explicar cómo los diferentes diseños de técnicas usados por los medios publicitarios influyen el mensaje (ej., forma, color, sonido); y
  - (C) comparar las variadas reglas gramaticales del lenguaje escrito que se utilizan en los medios de publicidad digital (ej., lenguaje de tipo informal en los correos electrónicos vs. el lenguaje en un artículo de noticias en el Internet).
- (29) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) escuchar atentamente a los interlocutores, formulando preguntas relevantes y comentarios pertinentes; y
  - (B) seguir, volver a exponer y dar instrucciones orales que involucren una secuencia de acciones relacionadas.

- (30) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de hablar en forma coherente sobre el tópico en discusión, usando contacto visual, ritmo apropiado, volumen, buena pronunciación y el uso de las reglas gramaticales para comunicar las ideas efectivamente.
- (31) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de participar en discusiones dirigidas por el maestro/a y por los estudiantes, formulando y respondiendo preguntas con detalles apropiados y proporcionando sugerencias que enriquezcan las ideas de los demás.

## §128.15. Artes del Lenguaje y Lectura en español, cuarto grado

### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. Los estándares son acumulativos –los estudiantes continuarán enfatizando estándares previos, cuando sea necesario, a medida que cubren los estándares de su grado escolar. En el cuarto grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder descifrar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o "one." En español, las dificultades para decodificar no son tan comunes como las

dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el cuarto grado, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, "... cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.
- (b) Conocimientos y Destrezas.
    - (1) Lectura/Fluidez. Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.
    - (2) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan al leer y al escribir. Se espera que los estudiantes sean capaces de:

- (A) determinar el significado de palabras académicas en español, apropiadas para el grado escolar, que se derivan del latín y del griego o de otras raíces y afijos lingüísticos;
  - (B) usar el contexto de la oración (ej., en la oración, un ejemplo o definición) para determinar el significado de las palabras no familiares o de significados múltiples;
  - (C) completar analogías usando el conocimiento de antónimos y sinónimos (ej., niño:niña como macho:\_\_\_ o niña:mujer niño:\_\_\_\_\_);
  - (D) identificar el significado de expresiones idiomáticas (modismos) comunes; y
  - (E) usar un diccionario o un glosario para determinar los significados, la ortografía y la segmentación de sílabas de palabras desconocidas.
- (3) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) resumir y explicar la moraleja (lección) o el mensaje de una obra de ficción, como su tema; y
  - (B) comparar y contrastar las aventuras y hazañas de los personajes (ej., El Pícaro divino o Trickster) en la literatura tradicional y clásica.
- (4) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar cómo los elementos estructurales de la poesía (ej., rima, métrica, estrofas, versos en renglones irregulares) se relacionan con la forma (ej., poesía lírica, verso libre).
- (5) Lectura/Comprensión de texto literario/Drama. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos del drama, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de describir los elementos estructurales, particulares de la literatura dramática.
- (6) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) ordenar en secuencia y resumir los sucesos principales de una trama y explicar su influencia en sucesos futuros;
  - (B) describir la interacción de los personajes incluyendo sus relaciones y los cambios que experimentan; e
  - (C) identificar si el narrador o el orador de una historia está narrando en primera o tercera persona.
- (7) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar las semejanzas y las diferencias entre los sucesos y las experiencias de los personajes en una obra de ficción, y los sucesos y experiencias reales, descritos en una biografía o autobiografía de un autor.

- (8) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el uso que hace el autor de símiles y metáforas para producir imágenes.
- (9) Lectura/Comprensión de texto/Lectura independiente. Los estudiantes leen en forma independiente por algún período de tiempo, y producen evidencia de lo que leen. Se espera que los estudiantes sean capaces de leer en forma independiente por algún período de tiempo y parafrasear el contenido de la lectura, manteniendo el significado y el orden lógico (ej., generar un diario o un registro de lectura; participar en charlas de libros).
- (10) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, y sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar la diferencia entre un propósito expresado y uno implícito en un texto expositivo.
- (11) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) resumir la idea principal y los detalles de apoyo de un texto, de manera que se mantenga el significado;
  - (B) distinguir hecho de opinión en un texto y explicar cómo verificar lo qué es un hecho;
  - (C) describir las relaciones implícitas y explícitas que hay entre las ideas, en textos organizados por causa y efecto, secuencia o comparación; y
  - (D) usar rasgos múltiples de los textos (ej., palabras de guía, oraciones de desenlace o de conclusión) para obtener una visión de los contenidos del texto y para localizar información.
- (12) Lectura/ Comprensión de texto informativo/Texto persuasivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto persuasivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar cómo un autor usa el lenguaje para presentar información que pueda influir lo que el lector piense o haga.
- (13) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
  - (A) determinar la secuencia de actividades que se necesita para llevar a cabo un procedimiento (ej., seguir una receta); y
  - (B) explicar la información basada en hechos, presentada gráficamente (ej., tablas, diagramas, gráficos, ilustraciones).
- (14) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
  - (A) explicar los impactos negativos y positivos de las técnicas publicitarias utilizadas en los diferentes géneros de los medios de publicidad para impactar el comportamiento del consumidor;
  - (B) explicar cómo los diferentes diseños de técnicas usados por los medios publicitarios influyen el mensaje (ej., ritmo, acercamientos de cámara, efectos de sonido); y

- (C) comparar las variadas reglas gramaticales del lenguaje escrito que se utilizan en los medios de publicidad digital (ej., lenguaje de tipo informal en los correos electrónicos vs. el lenguaje en un artículo de noticias en el Internet).
- (27) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) escuchar atentamente a los interlocutores, formulando preguntas relevantes y comentarios pertinentes; y
  - (B) seguir, volver a exponer y dar instrucciones orales que involucren una secuencia de acciones relacionadas.
- (28) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de expresar una opinión, apoyada por información precisa, usando contacto visual, ritmo apropiado, volumen, buena pronunciación y el uso de las reglas gramaticales para comunicar las ideas efectivamente.
- (29) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de participar en discusiones dirigidas por el maestro/a y por los estudiantes, formulando y respondiendo preguntas con detalles apropiados y proporcionando sugerencias que enriquezcan las ideas de los demás.

## §128.16. Artes del Lenguaje y Lectura en español, quinto grado

### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las Artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. Los estándares son acumulativos –los estudiantes continuarán enfatizando estándares previos, cuando sea necesario, a medida que cubren los estándares de su grado escolar. En el quinto grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder descifrar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o "one." En español, las dificultades para decodificar no son tan comunes como las

dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
  - (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
  - (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).
- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el quinto grado, como se describe en la subsección (b) de esta sección.
  - (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, "... cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.

(b) Conocimientos y Destrezas.

- (1) Lectura/Fluidez. Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión.
- (2) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan al leer y al escribir. Se espera que los estudiantes sean capaces de:

- (A) determinar el significado de palabras académicas en español, apropiadas para el grado escolar, que se derivan del latín y del griego o de otras raíces y afijos lingüísticos;
  - (B) usar el contexto de la oración (ej., en la oración, volver a exponer) para determinar el significado de las palabras no familiares o de significados múltiples;
  - (C) producir analogías usando antónimos y sinónimos conocidos;
  - (D) identificar y explicar el significado de expresiones idiomáticas (modismos) comunes, adagios y otros refranes; y
  - (E) usar un diccionario, un glosario o un diccionario de sinónimos (impreso o electrónico) para determinar los significados, la segmentación de sílabas, la ortografía, las opciones alternativas de palabras y las partes del discurso de las palabras.
- (3) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) comparar y contrastar los temas o moralejas de diferentes obras de ficción, de distintas culturas;
  - (B) describir los fenómenos que se describen en los mitos originales de distintas culturas; y
  - (C) explicar el efecto de un suceso o movimiento histórico en el tema de una obra de literatura.
- (4) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de analizar cómo los poetas usan los efectos de sonido (ej., aliteración, ritmo interno, onomatopeya, esquema de la rima) para reforzar el significado de los poemas
- (5) Lectura/Comprensión de texto literario/Drama. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos del drama, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de analizar las semejanzas y las diferencias entre un texto original y su adaptación dramática.
- (6) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) describir incidentes que ocurren en la historia o la novela, explicando cómo cada incidente atrae o da vida o presagia sucesos futuros;
  - (B) explicar los papeles o las funciones de los personajes en varias tramas, incluyendo sus relaciones y sus conflictos; y
  - (C) explicar los diferentes puntos de vista de terceras personas en las historias.
- (7) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el lenguaje y las herramientas lingüísticas que se usan en las biografías y autobiografías, incluyendo la manera en la que el autor presenta los sucesos importantes de la vida de una persona.

- (8) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporciona evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de evaluar el impacto de los detalles sensoriales, las imágenes y el lenguaje figurado, en un texto literario.
- (9) Lectura/Comprensión de texto/Lectura independiente. Los estudiantes leen en forma independiente por algún período de tiempo, y producen evidencia de lo que leen. Se espera que los estudiantes sean capaces de leer en forma independiente por algún período de tiempo y parafrasear o resumir el contenido de la lectura, manteniendo el significado y el orden lógico (ej., generar un diario o un registro de lectura; participar en charlas de libros).
- (10) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de sacar conclusiones de la información presentada por un autor y evaluar en qué grado se logró el propósito del autor.
- (11) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) resumir la idea principal y los detalles de apoyo de un texto, de manera que se mantenga el significado y el orden lógico;
  - (B) determinar los hechos de un texto y verificarlos a través de métodos establecidos;
  - (C) analizar cómo el patrón organizacional de un texto (ej., causa y efecto, comparación y contraste, orden secuencial, orden lógico, esquemas de clasificación) influye las relaciones entre las ideas;
  - (D) usar rasgos múltiples de un texto y los gráficos para obtener una visión de los contenidos del texto y localizar información; y
  - (E) sintetizar y hacer conexiones lógicas entre las ideas dentro de un texto o a través de dos o tres textos, que representan géneros similares o diferentes.
- (12) Lectura/ Comprensión de texto informativo/Texto persuasivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto persuasivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) identificar el punto de vista o la posición del autor y explicar las relaciones básicas entre las ideas (ej., paralelismo, comparación, causalidad), en el argumento; y
  - (B) reconocer las declaraciones exageradas, contradictorias y confusas en el texto.
- (13) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
  - (A) interpretar los detalles de un texto instructivo para completar una tarea, solucionar un problema o desarrollar procedimientos; y
  - (B) interpretar información cuantitativa o hechos, presentados en los mapas, en los cuadros, en las ilustraciones, en los gráficos, en las líneas cronológicas, en las tablas y en los diagramas.
- (14) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:

- (A) explicar cómo los mensajes que se transmiten en las variadas formas publicitarias se representan de manera diferente (ej., documentales, información electrónica, noticias televisivas);
  - (B) considerar la diferencia de las técnicas que se usan en los medios publicitarios (ej., comerciales, documentales, noticias);
  - (C) identificar el punto de vista de las presentaciones de los medios publicitarios; y
  - (D) analizar los niveles de formalidad e informalidad de varias formas de publicidad digital
- (27) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) escuchar e interpretar los mensajes de un interlocutor (ambos, verbal y no verbal) y hacer preguntas para clarificar el propósito o la perspectiva del interlocutor;
  - (B) seguir, volver a exponer y dar instrucciones orales que involucren una secuencia de acciones relacionadas.
  - (C) determinar tanto la idea principal como las ideas de apoyo (secundarias) en el mensaje de un interlocutor.
- (28) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de dar presentaciones organizadas, usando contacto visual, ritmo apropiado, volumen, buena pronunciación, gestos naturales y el uso de las reglas gramaticales para comunicar las ideas efectivamente.
- (29) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de participar en discusiones dirigidas por los estudiantes, pidiendo y considerando las sugerencias de otros miembros del grupo e identificando puntos de acuerdo y desacuerdo.

## Subchapter B. Middle School

### §128.18. Artes del Lenguaje y Lectura en español, sexto grado

#### (a) Introducción

- (1) Los conocimientos y destrezas esenciales (Siglas en inglés: TEKS) de las artes del Lenguaje y de la Lectura en español, reflejan los estándares de las artes del lenguaje, los cuales son particulares del idioma español y del proceso para adquirir las destrezas de la lectoescritura en español, no simples traducciones del inglés. Las artes del lenguaje y la lectura en español se organizan en las siguientes ramas: Lectura, donde los estudiantes leen y comprenden una gran variedad de textos, tanto informativos como literarios; Expresión escrita, donde los estudiantes componen una gran variedad de textos escritos, con ideas claras, organización coherente y suficientes detalles; Investigación, a través de la cual, los estudiantes deben demostrar cómo localizar una gran variedad de fuentes relevantes, evaluar, sintetizar y presentar ideas e información; Escuchar y hablar, donde los estudiantes escuchan y responden a las ideas de otros, a la vez que contribuyen con sus propias ideas en conversaciones e interactuando en grupos; y Reglas gramaticales orales y escritas, donde los estudiantes aprenden a usar todas las herramientas lingüísticas del español, al escuchar y al escribir. Los estándares son acumulativos –los estudiantes continuarán enfatizando estándares previos, cuando sea necesario, a medida que cubren los estándares de su grado escolar. En el sexto grado, los estudiantes se involucran en actividades donde utilizan sus destrezas y sus conocimientos previos para reforzar las habilidades de la lectura, la expresión escrita y el lenguaje oral. Los estudiantes deben leer, escribir y se les debe leer diariamente.
- (2) Las investigaciones continúan demostrando que el desarrollo de la lectoescritura en el idioma nativo de los estudiantes, facilita el aprendizaje en inglés (Collier & Thomas, 1997; Cummins, 2001). Los estudiantes desarrollan mejor el área cognitiva, aprenden y logran éxito académico cuando entienden el idioma con que se les enseña (August, Calderon, & Carlo, 2003). Los estudiantes que han desarrollado más ampliamente las habilidades de la lectoescritura en su idioma nativo, son capaces de transferir estas habilidades al inglés y por ende el progreso académico a través del idioma inglés *se acelera*. Aunque el inglés y el español parecen tener muchas similitudes a simple vista (ej., letras del alfabeto similares; direccionalidad; cognados) el diferente uso lingüístico en cada uno de los niveles de los dos idiomas, altera la manera en que los niños aprenden a leer. Por consiguiente, la instrucción sistemática en la secuencia apropiada de las habilidades de la lectoescritura es vital. Por estas razones, los conocimientos y las destrezas esenciales de las artes del lenguaje y de la lectura en español se basan en estándares particulares de este idioma y no son una simple traducción del inglés.
- (A) Al contrario que en el inglés, en el español existe una relación más cercana entre el sonido y la letra (fonema-grafema) y la estructura silábica está más claramente definida. La sílaba en español se presenta como una unidad más crucial que en el inglés, especialmente cuando se desarrolla la conciencia fonológica, debido a que existe una correspondencia más consistente entre el fonema y el grafema. Las sílabas son unidades muy importantes en el español, debido a su gran efecto en el reconocimiento visual de las palabras (Carreiras et al., 1993) y de la forma como ayudan a predecir el éxito en la lectoescritura en español. Además, en español, se evidencia un nivel mayor de transparencia ortográfica al compararlo con el inglés, y no hay que recurrir a los términos de uso frecuente para poder descifrar una palabra. Como consecuencia, esta transparencia ortográfica acelera el proceso para decodificar palabras y aligera el paso hacia la fluidez y la comprensión. En español, se utilizan las palabras o términos de uso frecuente, los cuales se identifican por la cantidad de veces que aparecen en un texto que es apropiado para el grado escolar del estudiante, y se usan para agilizar el desarrollo de las habilidades de la fluidez y la comprensión. Sin embargo, en inglés, se utilizan las palabras de uso frecuente ("sight words") porque son palabras difíciles de decodificar, tales como "are" o

"one." En español, las dificultades para decodificar no son tan comunes como las dificultades en el área de la comprensión. Estos rasgos físicos del idioma español tienen una gran influencia en la metodología y en el desarrollo de la lectura.

- (B) La enseñanza en español optimiza el acceso al contenido en inglés. Los estudiantes que han desarrollado ampliamente habilidades de la lectoescritura en español; conciencia fonémica, fonética, vocabulario y comprensión de lectura, deberían ser capaces de transferir dichas habilidades al idioma inglés. El proceso de "transferir" conocimientos y destrezas de un idioma a otro, subyace en los procesos y conciencias cognitivas y metacognitivas que los estudiantes adquieren cuando desarrollan la lectoescritura en ambos idiomas. Estudios recientes en el área de la educación bilingüe (ej., August & Shanahan, 2006; Genesse et al., 2006) revelan cómo los estudiantes usan los conocimientos de la lectoescritura en su primer idioma, al leer y escribir en otro idioma.
- (C) La transferencia efectiva de las destrezas acontece cuando los estudiantes desarrollan las habilidades metalingüísticas y se involucran en el análisis contrastivo del inglés y el español (Cummins, 2007). El proceso de la transferencia de materia, ocurre dentro de los principios lingüísticos esenciales, comunes en inglés y en español; dentro de los principios lingüísticos que son similares, pero no exactos en ambos idiomas, y en los principios específicos de cada idioma, pero no intercambiables. La fuerza de una efectiva pedagogía formal en español, determina hasta qué punto se puede extender el proceso de transferencia al inglés (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). Asimismo, para que la transferencia se concrete, es necesario que tanto la comprensión de "las reglas" como el entendimiento de su aplicación en las nuevas tareas específicas del lenguaje, se hagan aparentes.
- (D) El concepto de la transferencia requiere algo de ambos idiomas, en el cual, ambos (español e inglés) *coexisten con flexibilidad*. Como consecuencia de funcionar dentro de dos sistemas lingüísticos, las habilidades metacognitivas y metalingüísticas de los estudiantes mejoran, cuando tienen la oportunidad de aprender las similitudes y diferencias que hay entre los idiomas. Ésto debería ser *fundamental* en cualquier modelo pedagógico que se use al enseñar educación bilingüe. (Ver el Código de Educación de Texas, §29.066).

- (3) Para lograr la Primera Meta de la Educación Pública (Public Education Goal 1), del Código de Educación de Texas, §4.002, el cual estipula que, "Los estudiantes del sistema de educación pública deberán ser capaces de demostrar un desarrollo ejemplar en las áreas de la lectura y la expresión escrita en inglés," los estudiantes serán capaces de lograr los conocimientos y destrezas esenciales y las expectativas estudiantiles para el sexto grado, como se describe en la subsección (b) de esta sección.

- (4) Para cumplir con el Código de Educación de Texas, §28.002(h), el cual estipula, ". . . cada distrito escolar debe fomentar la continua enseñanza de la historia de los Estados Unidos de Norteamérica y del estado de Texas y el sistema de resolución libre en las disciplinas regulares, en los cursos de lectura y en la adopción de los textos de estudio," los estudiantes recibirán instrucción a través de textos narrativos e informativos, con el objeto de ayudarlos a convertirse en ciudadanos activos y considerados que aprecian los valores democráticos básicos de nuestro estado y de nuestra nación.

(b) Conocimientos y Destrezas.

- (1) Lectura/Fluidez. Los estudiantes leen textos apropiados para su grado escolar con fluidez y comprensión. Se espera que los estudiantes sean capaces de:
  - (A) leer textos apropiados para el grado escolar, en voz alta, con precisión, con expresión, con un fraseo apropiado y con comprensión; y
  - (B) usar la prosodia al leer en voz alta, textos apropiados para el grado escolar, de acuerdo al propósito de la lectura y a la naturaleza del texto.

- (2) Lectura/Desarrollo del vocabulario. Los estudiantes comprenden el vocabulario nuevo y lo utilizan al leer y al escribir. Se espera que los estudiantes sean capaces de:
- (A) determinar el significado de palabras académicas en español, apropiadas para el grado escolar, que se derivan del latín y del griego o de otras raíces y afijos lingüísticos;
  - (B) usar el contexto (ej., causa y efecto o comparar y contrastar estructuras de organización del texto) para determinar o clarificar el significado de las palabras no familiares o de significados múltiples;
  - (C) completar analogías que describan de la parte al todo y del todo a la parte (ej., motor:carro como aire: \_\_\_\_ o carro:motor como llanta: \_\_\_\_); y
  - (D) usar un diccionario, un glosario o un diccionario de sinónimos (impreso o electrónico) para determinar los significados, la segmentación de sílabas, la ortografía, las opciones alternativas de palabras y las partes del discurso de las palabras.
- (3) Lectura/Comprensión de texto literario /Tema y Género. Los estudiantes analizan, infieren, sacan conclusiones sobre el tema y el género en diferentes contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) inferir el tema implícito de una obra de ficción, distinguiendo el tema del tópico;
  - (B) analizar la función de los elementos estilísticos (ej., ayudante mágico, regla de tres) en la literatura tradicional y clásica de variadas culturas; y
  - (C) comparar y contrastar los ambientes históricos y culturales de dos obras literarias.
- (4) Lectura/Comprensión de texto literario/Poesía. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la poesía, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar cómo el lenguaje figurado (ej., personificación, metáforas, símiles, hipérbole) contribuye al significado del poema.
- (5) Lectura/Comprensión de texto literario/Drama. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos del drama, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar las semejanzas y diferencias en el ambiente, los personajes y la trama de una obra, incluyendo las obras originales en español y los de una película basada en la misma línea literaria.
- (6) Lectura/Comprensión de texto literario/Ficción. Los estudiantes comprenden, infieren, sacan conclusiones sobre la estructura y los elementos de la ficción, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
- (A) resumir los elementos del desarrollo de una trama (ej., acción creciente (suspense), giro, punto culminante, acción decreciente, resolución) en varias obras de ficción
  - (B) reconocer la voz dialectal y conversacional y explicar cómo los autores usan el dialecto para transmitir al personaje; y
  - (C) describir los diferentes puntos de vista, incluyendo primeras y terceras personas
- (7) Lectura/Comprensión de texto literario/Literatura de hechos reales. Los estudiantes comprenden, infieren, sacan conclusiones sobre las variadas estructuras y rasgos de la literatura basada en hechos reales, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de identificar el lenguaje literario y las herramientas lingüísticas que se usan en las memorias y en las narrativas personales y comparar sus características con las de la autobiografía.

- (8) Lectura/Comprensión de texto literario/Lenguaje sensorial. Los estudiantes comprenden, infieren, sacan conclusiones sobre cómo el lenguaje sensorial de un autor crea imágenes en un texto literario, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de explicar cómo los autores crean significado a través de los elementos estilísticos y el lenguaje figurado, enfatizando el uso de la personificación, la hipérbola y los refranes.
- (9) Lectura/Comprensión de texto informativo/Cultura e Historia. Los estudiantes analizan, infieren, sacan conclusiones sobre el propósito del autor en contextos culturales, históricos y contemporáneos, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de comparar y contrastar los propósitos expresados o implícitos de diferentes autores que escriben sobre el mismo tópico.
- (10) Lectura/ Comprensión de texto informativo/Texto expositivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto expositivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) resumir las ideas principales y los detalles de apoyo de un texto, demostrando entendimiento que un resumen no incluye opiniones;
  - (B) explicar si los hechos incluidos en un argumento se usan a favor o en contra de una situación;
  - (C) explicar cómo los diferentes patrones de organización (ej., proposición-y-apoyo, problema-y-solución) desarrollan la idea principal y el punto de vista del autor; y
  - (D) sintetizar y hacer conexiones lógicas entre las ideas dentro de un texto o a través de dos o tres textos, que representan géneros similares o diferentes.
- (11) Lectura/ Comprensión de texto informativo/Texto persuasivo. Los estudiantes analizan, infieren, sacan conclusiones sobre el texto persuasivo, y proporcionan evidencia del texto para apoyar su comprensión. Se espera que los estudiantes sean capaces de:
  - (A) comparar y contrastar la estructura y los puntos de vista de dos diferentes autores que escriben con un propósito común, notando lo que expresan y la evidencia de apoyo; e
  - (B) identificar el razonamiento errado simple que se usa en los textos persuasivos.
- (12) Lectura/ Comprensión de texto informativo /Texto instructivo. Los estudiantes comprenden cómo averiguar y usar información en textos instructivos y en documentos. Se espera que los estudiantes sean capaces de:
  - (A) seguir instrucciones de pasos múltiples para completar una tarea, solucionar un problema o desarrollar procedimientos; y
  - (B) interpretar información cuantitativa, hechos o técnica presentada en los mapas, en los cuadros, en las ilustraciones, en los gráficos, en las líneas cronológicas, en las tablas y en los diagramas.
- (13) Lectura/Texto publicitario. Los estudiantes utilizan destrezas de comprensión para analizar cómo las palabras, las imágenes, los gráficos y los sonidos interactúan de diferentes maneras para impactar el significado. Los estudiantes continúan aplicando los estándares previos con mayor profundidad, en textos con un nivel más alto de complejidad. Se espera que los estudiantes sean capaces de:
  - (A) explicar los mensajes que se transmiten en diferentes medios publicitarios;
  - (B) reconocer cómo las variadas técnicas influyen en las emociones de los observadores;
  - (C) criticar las técnicas persuasivas (ej., testimonios) que se usan en los mensajes publicitarios; y
  - (D) analizar los niveles de formalidad e informalidad de varias formas de publicidad digital.

- (26) Escuchar y hablar/Escuchar. Los estudiantes usan destrezas de comprensión para escuchar con atención a los demás, en ambientes formales e informales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de:
- (A) escuchar e interpretar los mensajes de un interlocutor (ambos, verbal y no verbal) y hacer preguntas para clarificar el propósito o la perspectiva del interlocutor;
  - (B) seguir y dar instrucciones orales que incluyen acciones con pasos múltiples; y
  - (C) parafrasear las ideas principales y la evidencia de apoyo en presentaciones formales e informales.
- (27) Escuchar y hablar/Hablar. Los estudiantes hablan claramente, siguiendo el hilo de una conversación y utilizando las reglas gramaticales. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de dar presentaciones organizadas, usando contacto visual, ritmo apropiado, volumen, buena pronunciación, gestos naturales y el uso de las reglas gramaticales para comunicar las ideas efectivamente.
- (28) Escuchar y hablar/Trabajo de equipo. Los estudiantes trabajan productivamente con los demás en equipos. Los estudiantes continúan aplicando estándares previos con mayor complejidad. Se espera que los estudiantes sean capaces de participar en discusiones dirigidas por los estudiantes, pidiendo y considerando las sugerencias de otros miembros del grupo e identificando puntos de acuerdo y desacuerdo.



# **Chapter 74. English Language Proficiency Standards**

## **Subchapter A. Required Curriculum**

### **§74.4. English Language Proficiency Standards.**

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills for each subject in the required curriculum.
- (2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- (5) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (c) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.
- (6) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten through Grade 12.

(b) In fulfilling the requirements of this section, school districts shall:

- (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (c) of this section;
- (2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;
- (3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

- (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.
- (c) Cross-curricular second language acquisition essential knowledge and skills
- (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. 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:
    - (A) use prior knowledge and experiences to understand meanings in English;
    - (B) monitor oral and written language production and employ self-corrective techniques or other resources;
    - (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
    - (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
    - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
    - (F) use accessible language and learn new and essential language in the process;
    - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
    - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

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- (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:
  - (A) distinguish sounds and intonation patterns of English with increasing ease;
  - (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
  - (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
  - (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
  - (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
  - (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
  - (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
  - (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.
- (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. 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:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
  - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
  - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
  - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
  - (E) share information in cooperative learning interactions;
  - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
  - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
  - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
  - (I) adapt spoken language appropriately for formal and informal purposes; and
  - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

- (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. 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. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:
- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words;
  - (B) recognize directionality of English reading such as left to right and top to bottom;
  - (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
  - (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
  - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
  - (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
  - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
  - (H) read silently with increasing ease and comprehension for longer periods;
  - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs;
  - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
  - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs.
- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
  - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
  - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
  - (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
  - (E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations, such as:
    - (i) using correct verbs, tenses, and pronouns/antecedents;
    - (ii) using possessive case (apostrophe -s) correctly;
    - (iii) using negatives and contractions correctly;
  - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
  - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
- (d) Proficiency level descriptors.
- (1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
    - (A) Beginning. Beginning ELLs have little or no ability to understand spoken English used in academic and social settings. These students:
      - (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;
      - (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and
      - (iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.
    - (B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
      - (i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;
      - (ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

- (iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.
- (C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
  - (i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;
  - (ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and
  - (iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
- (D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
  - (i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;
  - (ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
  - (iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.
- (2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
  - (A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:
    - (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;
    - (ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;
    - (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;
    - (iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and
    - (v) typically use pronunciation that significantly inhibits communication.

- (B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:
- (i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;
  - (ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;
  - (iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;
  - (iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and
  - (v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.
- (C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:
- (i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;
  - (ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;
  - (iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;
  - (iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and
  - (v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.
- (D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:
- (i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;
  - (ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;
  - (iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;
  - (iv) make few second language acquisition errors that interfere with overall communication; and
  - (v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

- (3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.
- (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:
- (i) derive little or no meaning from grade appropriate stories read aloud in English, unless the stories are:
    - (I) read in short "chunks;"
    - (II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and
    - (III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;
  - (ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and
  - (iii) have difficulty decoding most grade-appropriate English text because they:
    - (I) understand the meaning of very few words in English; and
    - (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.
- (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
- (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
    - (I) predictable story lines;
    - (II) highly familiar topics;
    - (III) primarily high-frequency, concrete vocabulary;
    - (IV) short, simple sentences; and
    - (V) visual and linguistic supports;
  - (ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and
  - (iii) have difficulty decoding grade appropriate English text because they:
    - (I) understand the meaning of only those English words they hear frequently; and
    - (II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.
- (C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

- (i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;
  - (ii) recognize some basic English vocabulary and high-frequency words in isolated print; and
  - (iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:
    - (I) understand the meaning of most grade-appropriate English words; and
    - (II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.
- (D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:
  - (i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;
  - (ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and
  - (iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.
- (4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
  - (A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:
    - (i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:
      - (I) environmental print;
      - (II) some very high-frequency words; and
      - (III) concrete words that can be represented by pictures;
    - (ii) read slowly, word by word;
    - (iii) have a very limited sense of English language structures;
    - (iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;
    - (v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and
    - (vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

- (B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
  - (i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:
    - (I) everyday oral language;
    - (II) literal meanings of common words;
    - (III) routine academic language and terms; and
    - (IV) commonly used abstract language such as terms used to describe basic feelings;
  - (ii) often read slowly and in short phrases; may re-read to clarify meaning;
  - (iii) have a growing understanding of basic, routinely used English language structures;
  - (iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
  - (v) struggle to independently read and understand grade-level texts; and
  - (vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.
- (C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
  - (i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
    - (I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;
    - (II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and
    - (III) understand multiple meanings of commonly used words;
  - (ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;
  - (iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
  - (iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.
- (D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
  - (i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

- (ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;
  - (iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and
  - (iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.
- (5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.
  - (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:
    - (i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);
    - (ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;
    - (iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and
    - (iv) may demonstrate little or no awareness of English print conventions.
  - (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:
    - (i) know enough English to explain briefly and simply self-generated writing , including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;
    - (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;
    - (iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and
    - (iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.
  - (C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:
    - (i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;
    - (ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

- (iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and
  - (iv) occasionally exhibit second language acquisition errors when writing in English.
- (D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:
  - (i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;
  - (ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and
  - (iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.
- (6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.
  - (A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:
    - (i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
    - (ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and
    - (iii) exhibit writing features typical at this level, including:
      - (I) ability to label, list, and copy;
      - (II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;
      - (III) present tense used primarily; and
      - (IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.
  - (B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:
    - (i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

- (ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and
  - (iii) exhibit writing features typical at this level, including:
    - (I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;
    - (II) high-frequency vocabulary; academic writing often has an oral tone;
    - (III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;
    - (IV) repetition of ideas due to lack of vocabulary and language structures;
    - (V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;
    - (VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;
    - (VII) primary language features and errors associated with second language acquisition may be frequent; and
    - (VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals used to ELL writing.
- (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:
- (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
  - (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and
  - (iii) exhibit writing features typical at this level, including:
    - (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;
    - (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;
    - (III) use of a variety of common cohesive devices, although some redundancy may occur;
    - (IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;
    - (V) occasional second language acquisition errors; and
    - (VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

- (D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:
  - (i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;
  - (ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and
  - (iii) exhibit writing features typical at this level, including:
    - (I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;
    - (II) occasional difficulty with naturalness of phrasing and expression; and
    - (III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.
- (e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

# Texas College Readiness Standards

The Texas College Readiness Standards are included in *Proclamation 2010* as a guide for publishers as they develop their materials for adoption. Materials submitted for adoption under *Proclamation 2010* are not required to meet these standards in order to be placed on the conforming list.

## English/Language Arts Standards

### English as a Way of Knowing

Listening, speaking, writing, and reading are vehicles for communication. They enable people to express their thoughts and demonstrate what they have learned. In the past, students were taught specific lessons under the rubric of language, and the skills were practiced, reinforced and analyzed throughout the day in subjects such as geography, history and science. Today the teaching of language arts is often considered the exclusive responsibility of English teachers. However, the complex role of language in education makes it clear that the language arts cannot be left entirely to the English class. Improvement in the language arts requires students to read and write frequently in all disciplines and to receive ample feedback. Following these standards, the language arts should be viewed as being fundamental to pedagogy in any subject.

English teachers have the expertise to ask, explore, and help students answer fundamental questions about language, among them:

- How does one convey a message in writing?
- What genres are most suitable in a given context, and what are the textual features of those genres?
- How might one become a more skillful reader who can understand both the text's surface and deeper meanings?
- What shared and unique features characterize specific literary genres?
- What are significant texts in American, British and world literature, and what might they reveal about their cultural and historical contexts?
- What are the characteristics of effective listening and speaking, and how might one acquire and improve them?

English is mastered in the context of challenging content that requires students to think deeply and to exercise discipline in order to demonstrate understanding, raise questions, and present ideas.

### Understanding and Using These Standards

Vertical Team (VT) members reviewed research on the skills and content knowledge students need to succeed in college; they also examined exemplary CRS and state and national standards in English. As members of the Commission for a College Ready Texas (CCRT), the VT co-chairs studied reports and heard expert testimony. The VT's first draft was posted for public comment in October 2007 by the THECB. Concurrently, the VT revised the standards in response to feedback from the CCRT, and this second draft was incorporated into the Report of the CCRT. The standards adopted by the THECB incorporate revisions based on the feedback to both public documents.

These standards are designed to be straightforward and easy to read. The VT members sought to avoid redundancy, wordiness or specialized terminology. The danger with this approach is that even though each statement may be simple, the underlying meaning may not be. The mastery level necessary on any particular standard depends on the specific task faced by the student. In other words, the standards can be fully understood only in the context of the learning materials or assignments with which the student is presented.

In this document, the rules of Standard American English are embedded into the writing process because a student must use language correctly in order to be college-ready. For example, it would be highly unusual for a student to be given a multiple-choice test on parts of speech in a first-year English class in college. These rules are also contained in the cross-disciplinary standards to indicate the need for students to be able to use grammar and punctuation correctly in all subject areas. Another reason that mechanics and usage are not separated from the writing process is that the context of communication—what educators and scholars call the rhetorical situation—determines what is appropriate and what is effective. Because language is employed in a wide range of situations, skillful users of language must know how to interpret and express themselves in a variety of forms and formats. Therefore, the standards address the full range of American English, allowing for the possibility that language can be used appropriately in many different formats and that students must have mastery of the rules associated with those formats and know when and how to apply those rules.

Because the language arts are present throughout the core curriculum, standards for the language arts appear in two places in this document — as elements of the cross-disciplinary standards fundamental to all subjects and as a stand-alone subject.

## **I. Writing**

### **A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.**

1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.
2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.
4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.
5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

## **II. Reading**

### **A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.**

1. Use effective reading strategies to determine a written work's purpose and intended audience.
2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
3. Identify explicit and implicit textual information including main ideas and author's purpose.

4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.
6. Analyze imagery in literary texts.
7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
8. Compare and analyze how generic features are used across texts.
9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.
10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.
11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.

**B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.**

1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
2. Apply knowledge of roots and affixes to infer the meanings of new words.
3. Use reference guides to confirm the meanings of new words or concepts.

**C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.**

1. Read a wide variety of texts from American, European, and world literatures.
2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.
3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.
4. Analyze and compare the use of language in literary works from a variety of world cultures.

**D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.**

1. Describe insights gained about oneself, others, or the world from reading specific texts.
2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.

### **III. Speaking**

#### **A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).**

1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.
2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.

#### **B. Develop effective speaking styles for both group and one-on-one situations.**

1. Participate actively and effectively in one-on-one oral communication situations.
2. Participate actively and effectively in group discussions.
3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

### **IV. Listening**

#### **A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).**

1. Analyze and evaluate the effectiveness of a public presentation.
2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.
3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).

#### **B. Listen effectively in informal and formal situations.**

1. Listen critically and respond appropriately to presentations.
2. Listen actively and effectively in one-on-one communication situations.
3. Listen actively and effectively in group discussions.

### **V. Research**

#### **A. Formulate topic and questions.**

1. Formulate research questions.
2. Explore a research topic.
3. Refine research topic and devise a timeline for completing work.

**B. Select information from a variety of sources.**

1. Gather relevant sources.
2. Evaluate the validity and reliability of sources.
3. Synthesize and organize information effectively.
4. Use source material ethically.

**C. Produce and design a document.**

1. Design and present an effective product.
2. Use source material ethically.

## **Cross-Disciplinary Standards**

### **Foundations of Learning and Knowing**

Although the College Readiness Standards (CRS) are organized into four distinct disciplinary areas, English/language arts, mathematics, science, and social studies, there are elements that cut across one or more disciplines. In fact, some skill areas span all four subject areas. It is important to identify the cross-cutting knowledge and skills that underlie and connect the four disciplinary areas. This important need has been addressed through the addition of a section addressing cross-disciplinary standards.

Think of cross-disciplinary standards as tools that college instructors in all areas use to challenge, engage and evaluate students in each specific subject area. They include key cognitive strategies, such as reasoning, problem solving and conducting research, as well as processing and creating content knowledge, such as reading, writing and data analysis.

Many of these skills are also taught within the context of a single subject area. Reading and writing are excellent examples of subject areas where this occurs. While the primary responsibility for developing reading and writing skills in secondary school resides within English/language arts courses, first-year college students are expected to employ a range of subject-specific reading and writing strategies and techniques in all of their courses. For example, they will write a lab report in a biology class or read primary source documents in a history class.

Academic and business leaders emphasize the importance of being able to apply these skills across a variety of contexts and subject matter. They describe 21st Century learning and work environments in which the cross-disciplinary skills are prerequisites to solving many of the most important problems students will encounter in college and the workplace. These problems increasingly require applying knowledge across disciplines and subject areas and the mastery of a base set of communication and analysis skills that span subject areas. Students, then, not only need to possess content knowledge, but also need to be able to apply key cognitive strategies to the academic tasks presented to them, most of which require much more than simple recall of factual knowledge. These cross-disciplinary standards enable students to engage in deeper levels of thinking across a wide range of subjects. They help high school students prepare for the transition from high school's primary focus on acquiring content knowledge to a post-secondary environment in which complex cognitive skills are necessary to achieve deeper understanding.

## Understanding and Using the Cross-Disciplinary Standards

The cross-disciplinary standards are organized in two major areas: Key Cognitive Skills and Foundational Skills. The Key Cognitive Skills specify intellectual behaviors that are prevalent in entry-level college courses. The list includes intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity. Foundational Skills consist of proficiencies students need to be able to transfer knowledge and apply it across the curriculum. These include reading, writing, conducting research, understanding and using data, and using technology.

The first three levels of the cross-disciplinary standards, the key content, the organizing components, and the performance expectations, are written to apply across subject areas. The performance indicators, however, illustrate how the cross-disciplinary standards are manifested within the subject areas. The Vertical Teams created an example in each subject area of at least one performance indicator that could be applied in that subject area. These indicators are meant to exemplify how the cross-disciplinary standards could be demonstrated in all subject areas.

### I. Key Cognitive Skills

#### A. Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.
2. Accept constructive criticism and revise personal views when valid evidence warrants.

#### B. Reasoning

1. Consider arguments and conclusions of self and others.
2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.
3. Gather evidence to support arguments, findings, or lines of reasoning.
4. Support or modify claims based on the results of an inquiry.

#### C. Problem solving

1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solving a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

#### D. Academic behaviors

1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

**E. Work habits**

1. Work independently.
2. Work collaboratively.

**F. Academic integrity**

1. Attribute ideas and information to source materials and people.
2. Evaluate sources for quality of content, validity, credibility, and relevance.
3. Include the ideas of others and the complexities of the debate, issue, or problem.
4. Understand and adhere to ethical codes of conduct.

**II. Foundational Skills**

**A. Reading across the curriculum**

1. Use effective prereading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.
8. Connect reading to historical and current events and personal interest.

**B. Writing across the curriculum**

1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.
3. Compose and revise drafts.

**C. Research across the curriculum**

1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Evaluate the validity and reliability of sources.

5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

**D. Use of data**

1. Identify patterns or departures from patterns among data.
2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.
3. Present analyzed data and communicate findings in a variety of formats.

**E. Technology**

1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.

# Accessibility Information for Proclamation 2010

## I. Electronic Instructional Materials

Publishing companies that offer electronic textbooks (e.g., CD-ROMs, DVDs or Web-based instructional materials) for adoption are required to offer these materials in an accessible format in accordance with the technical standards of the Federal Rehabilitation Act, Section 508, as shown at the following web page: [www.section508.gov/index.cfm?FuseAction+Content&ID=12](http://www.section508.gov/index.cfm?FuseAction+Content&ID=12). These technical standards are as follows:

### Accessibility Standards For Web-Based Textbooks

- a. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
- b. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
- c. Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.
- d. Documents shall be organized so they are readable without requiring an associated style sheet.
- e. Redundant text links shall be provided for each active region of a server-side image map.
- f. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- g. Row and column headers shall be identified for data tables.
- h. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- i. Frames shall be titled with text that facilitates frame identification and navigation.
- j. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- k. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, **when compliance cannot be accomplished in any other way**. The content of the text-only page shall be updated whenever the primary page changes.
- l. When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.

- m. When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).
- n. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
- o. A method shall be provided that permits users to skip repetitive navigation links.
- p. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

### **Accessibility Standards For CD-ROM and DVD-Based Textbooks**

- a. When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.
- b. Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features, where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.
- c. A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes.
- d. Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.
- e. When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.
- f. Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.
- g. Applications shall not override user selected contrast and color selections and other individual display attributes.

- h. When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.
- i. Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.
- j. When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.
- k. Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.
- l. When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

### **Accessibility Information Resources For Publishers Of Electronic Textbooks**

The following web links, publications and conferences offer essential information for publishers that are planning the development of accessible electronic textbooks.

#### **General**

- 1. Section 508: <http://www.section508.gov/>
- 2. Resources from the World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI): <http://www.w3.org/WAI/Resources/>
- 3. Making Educational Software and Web Sites Accessible: Design Guidelines Including Math and Science Solutions, The CPB/WGBH National Center for Accessible Media, January 2003: <http://ncam.wgbh.org/cdrom/guideline/>
- 4. Conference Proceedings, Annual Conference on "Technology and Persons with Disabilities," California State University, Northridge (CSUN): <http://www.csun.edu/cod/conf/>
- 5. Texas Administrative Code, Chapter 206, Subchapter B, Section 206.50, Accessibility and Usability of State Web Sites: <http://www.dir.state.tx.us/standards/>

#### **Resources for Designing Accessible Web Sites**

- 1. Web Content Accessibility Guidelines (WCAG 1.0) – W3C: <http://www.w3.org/TR/WCAG10/>
- 2. Curriculum for WCAG 1.0: <http://www.w3.org/WAI/wcag-curric/>
- 3. Accessible Web Authoring Resources and Education (AWARE) Center for the HTML Writers Guild: <http://aware.hwg.org/>
- 4. Evaluation, Repair, and Transformation Tools for Web Content Accessibility: <http://www.w3.org/WAI/ER/existingtools.html>
- 5. HTML Kit (editor, validator, Word 2000 cleanup): <http://www.chami.com/html-kit/>
- 6. IBM Accessibility Checklist and Tutorial: <http://www-306.ibm.com/able/guidelines/web/accessweb.html>

7. Microsoft IE 5.x Developer Accessories (View partial source, view DOM, more):  
<http://www.microsoft.com/windows/ie/previous/webaccess/default.asp>
8. Microsoft IE 5.x Web Accessories (links list, toggle images, more):  
<http://www.microsoft.com/windows/ie/previous/webaccess/ie5wa.asp>
9. WGBH's National Center for Accessible Media:  
<http://www.wgbh.org/wgbh/pages/ncam/>
10. CAST's Bobby Application (analyzes web sites for accessibility):  
<http://webxact.watchfire.com/>
11. Trace Research and Development Center's Developing More Usable Web Sites:  
<http://www.trace.wisc.edu/world/web/>

### Resources for Closed Captioning and Audio Description

1. A directory of captioning service providers is available at:  
<http://www.captions.org/services.cfm>
2. Media Access Group at WGBH, The Caption Center: <http://www.wgbh.org/caption>
3. National Captioning Institute: <http://www.ncicap.org>
4. VITAC: <http://www.vitac.com>
5. Media Access Group at WGBH, Descriptive Video Service:  
<http://main.wgbh.org/wgbh/pages/mag/services/description/>
6. Metropolitan Washington Ear, Inc.: <http://www.washear.org>
7. Narrative Television Network: <http://www.narrativetv.com>

Lists of additional resources are available from the Instructional Materials and Education Technology Division.

## **II. Printed Instructional Materials**

### **Electronic Files And Textbooks Required For Automated Production Of Braille**

Computerized files of state adopted printed instructional materials as well as the printed textbooks are needed by the Texas Education Agency to ensure that Braille versions of the materials are produced and delivered to Braille readers at the same time that other students receive their printed versions.

Publishers are required to provide computer files for all printed student materials adopted by the State Board of Education under Proclamation 2010. These files must conform to the National Instructional Materials Accessibility Standard (NIMAS). A copy of the NIMAS Standard follows this discussion (see page 55 *NIMAS 1.1 – The Technical Standard, July 19, 2006, Final Standard*).

### **Procedures For Providing Electronic Files And Printed Materials To Braille Producers**

- (1) **September 11, 2009:** Publishers provide to the Instructional Materials and Educational Technology Division the name, address, and telephone number of the production manager of each printed textbook or instructional material being prepared for submission. This information should be sent to Ms. Pat Hatcher, at e-mail address: [pat.hatcher@tea.state.tx.us](mailto:pat.hatcher@tea.state.tx.us), fax number (512) 463-8728, or regular address: 1701 North Congress Avenue, Room 3-110, Austin, Texas 78701.

- (2) **October 9, 2009:** Publishers send a small NIMAS test file and associated print pages to the Instructional Materials and Educational Technology Division, Attention: Manager, Distribution and Special Materials. In the past, this procedure has proven to be extremely beneficial to publishers and Braille producers. It has significantly facilitated communication between publishers and Braille producers. After receipt of the NIMAS test files, Braille producers designated by the Agency will need at least two weeks to evaluate the files and respond to publisher inquiries about usability.
- (3) **Week Following November SBOE Meeting:** Publishers of adopted printed instructional materials are informed of the designated Braille producers by Instructional Materials and Educational Technology Division.
- (4) **December 4, 2009:**
- (a) Publishers provide three copies of all adopted printed instructional materials to the designated Braille producer. These will be used to assist Braille producers in rendering graphics and pictures included in the adopted textbooks. The printed copies should reflect the student components as they exist at the time of adoption.  
  
Publishers are NOT required to provide printed copies or computer files of materials that are designed for use by teachers. If a teacher who is blind requires a Braille version during the adoption period, a publisher will be requested to provide the agency with two printed teacher editions, if applicable. Publishers are requested to provide two copies of printed items, such as blackline masters, that are clearly intended for student use even though they are included in the teacher component.
  - (b) Deliver usable textbook NIMAS files to designated Braille producers in accordance with the enclosed NIMAS standards.
- (5) **April 30, 2010:** Submit three copies of the corrected student components to the designated Braille producer.



## NIMAS 1.1 The Technical Standard

July 19, 2006  
Final Standard

### **PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN WITH DISABILITIES**

1. The authority citation for part 300 continues to read as follows:

**Authority:** 20 U.S.C. 1411–1420, unless otherwise noted.

2. Part 300 is amended by adding an appendix D to part 300 to read as follows:

#### **Appendix D Part 300—National Instructional Materials Accessibility Standard (NIMAS)**

Under sections 612(a)(23)(A) and 674(e)(4) of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Education Improvement Act of 2004, the Secretary of Education establishes the NIMAS. Under section 674(e)(4) of the Act, the NIMAS applies to print instructional materials published after August 18, 2006. The purpose of the NIMAS is to help increase the availability and timely delivery of print instructional materials in accessible formats to blind or other persons with print disabilities in elementary and secondary schools.

#### **TECHNICAL SPECIFICATIONS—THE BASELINE ELEMENT SET**

The Baseline Element Set details the minimum requirement that must be delivered to fulfill the NIMAS. It is the responsibility of publishers to provide this NIMAS-conformant XML content file, a package file (OPF), a PDF-format copy of the title page (*or whichever page(s) contain(s) ISBN and copyright information*), and a full set of the content's images. All of the images included within a work must be provided in a folder and placeholders entered in the relevant XML document indicating their location (all images must be included). The preferred image type is SVG, next is either PNG or JPG format. Images should be rendered in the same size/proportion as their originals at 300 dpi. Images should be named with relative path filenames in XML files (example: ``).

NIMAS-conformant content must be valid to the NIMAS 1.1 [see DAISY/NISO Z39.86 2005 or subsequent revisions]. In addition, files are required to use the tags from the Baseline Element Set when such tags are appropriate. Publishers are encouraged to augment the required Baseline Element Set with tags from the Optional Element Set (elements not included in the Standard) as applicable. For the purposes of NIMAS, appropriate usage of elements, both baseline and optional, is defined by the DAISY Structure Guidelines. Files that do not follow these guidelines in the selection and application of tags are not conformant to this Standard. Both optional elements and appropriate structure guidelines may be located within Z39.86-2002 and Z39.86-2005 available from <http://www.daisy.org/z3986/>. Use of the most current standard is recommended.

## Document-level tags

| Element | Description                                                                                                                                                                                                                                     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| dtbook  | The root element in the Digital Talking Book DTD. <dtbook> contains metadata in <head> and the contents itself in <book>.                                                                                                                       |
| head    | Contains metainformation about the book but no actual content of the book itself, which is placed in <book>.                                                                                                                                    |
| book    | Surrounds the actual content of the document, which is divided into <frontmatter>, <bodymatter>, and <rearmatter>. <head>, which contains metadata, precedes <book>.                                                                            |
| meta    | Indicates metadata about the book. It is an empty element that may appear repeatedly only in <head>.<br><br><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i> |

## Structure and Hierarchy

| Element     | Description                                                                                                                                                                                                                                                                                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| frontmatter | Usually contains <doctitle> and <docauthor>, as well as preliminary material that is often enclosed in appropriate <level> or <level1> etc. Content may include a copyright notice, a foreword, an acknowledgements section, a table of contents, etc. <frontmatter> serves as a guide to the content and nature of a <book>.                                               |
| bodymatter  | Consists of the text proper of a book, as contrasted with preliminary material <frontmatter> or supplementary information in <rearmatter>.                                                                                                                                                                                                                                  |
| rearmatter  | Contains supplementary material such as appendices, glossaries, bibliographies, and indices. It follows the <bodymatter> of the book.                                                                                                                                                                                                                                       |
| level1      | The highest-level container of major divisions of a book. Used in <frontmatter>, <bodymatter>, and <rearmatter> to mark the largest divisions of the book (usually parts or chapters), inside which <level2> subdivisions (often sections) may nest. The class attribute identifies the actual name (e.g., part, chapter) of the structure it marks. Contrast with <level>. |
| level2      | Contains subdivisions that nest within <level1> divisions. The class attribute identifies the actual name (e.g., subpart, chapter, subsection) of the structure it marks.                                                                                                                                                                                                   |

|        |                                                                                                                                                                                                                                            |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| level3 | Contains sub-subdivisions that nest within <level2> subdivisions (e.g., sub-subsections within subsections). The class attribute identifies the actual name (e.g., section, subpart, subsubsection) of the subordinate structure it marks. |
| level4 | Contains further subdivisions that nest within <level3> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.                                                                                |
| level5 | Contains further subdivisions that nest within <level4> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.                                                                                |
| level6 | Contains further subdivisions that nest within <level5> subdivisions. The class attribute identifies the actual name of the subordinate structure it marks.                                                                                |
| h1     | Contains the text of the heading for a <level1> structure.                                                                                                                                                                                 |
| h2     | Contains the text of the heading for a <level2> structure.                                                                                                                                                                                 |
| h3     | Contains the text of the heading for a <level3> structure.                                                                                                                                                                                 |
| h4     | Contains the text of the heading for a <level4> structure.                                                                                                                                                                                 |
| h5     | Contains the text of the heading for a <level5> structure.                                                                                                                                                                                 |
| h6     | Contains the text of the heading for a <level6> structure.<br><br><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i>                                      |

## Block elements

| Element    | Description                                                                                                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| author     | Identifies the writer of a work other than this one. Contrast with <docauthor>, which identifies the author of this work. <author> typically occurs within <blockquote> and <cite>.                                                                                                                                                                                   |
| blockquote | Indicates a block of quoted content that is set off from the surrounding text by paragraph breaks. Compare with <q>, which marks short, inline quotations.                                                                                                                                                                                                            |
| list       | Contains some form of list, ordered or unordered. The list may have an intermixed heading <hd> (generally only one, possibly with <prodnote>), and an intermixture of list items <li> and <pagenum>. If bullets and outline enumerations are part of the print content, they are expected to prefix those list items in content, rather than be implicitly generated. |

|         |                                                                                                                                                                                                                                                                                                               |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| li      | Marks each list item in a <list>. <li> content may be either inline or block and may include other nested lists. Alternatively it may contain a sequence of list item components, <lic>, that identify regularly occurring content, such as the heading and page number of each entry in a table of contents. |
| hd      | Marks the text of a heading in a <list> or <sidebar>.                                                                                                                                                                                                                                                         |
| note    | Marks a footnote, endnote, etc. Any local reference to <note id="yyy"> is by <noteref idref="#yyy">. [Attribute id]                                                                                                                                                                                           |
| p       | Contains a paragraph, which may contain subsidiary <list> or <dl>.                                                                                                                                                                                                                                            |
| sidebar | Contains information supplementary to the main text and/or narrative flow and is often boxed and printed apart from the main text block on a page. It may have a heading <hd>.                                                                                                                                |
| cite    | Marks a reference (or citation) to another document.                                                                                                                                                                                                                                                          |
| dd      | Marks a definition of the preceding term <dt> within a definition list <dl>. A definition without a preceding <dt> has no semantic interpretation, but is visually presented aligned with other <dd>.                                                                                                         |
| dl      | Contains a definition list, usually consisting of pairs of terms <dt> and definitions <dd>. Any definition can contain another definition list.                                                                                                                                                               |
| dt      | Marks a term in a definition list <dl> for which a definition <dd> follows.<br><br><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i>                                                                                        |

## Inline Elements

| Element | Description                                                                                                                          |
|---------|--------------------------------------------------------------------------------------------------------------------------------------|
| em      | Indicates emphasis. Usually <em> is rendered in italics. Compare with <strong>.                                                      |
| q       | Contains a short, inline quotation. Compare with <blockquote>, which marks a longer quotation set off from the surrounding text.     |
| strong  | Marks stronger emphasis than <em>. Visually <strong> is usually rendered bold.                                                       |
| sub     | Indicates a subscript character (printed below a character's normal baseline). Can be used recursively and/or intermixed with <sup>. |
| sup     | Marks a superscript character (printed above a character's normal baseline). Can be used recursively and/or intermixed with <sub>.   |
| br      | Marks a forced line break.                                                                                                           |

|         |                                                                                                                                                                                                                                                                                                                                |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| line    | Marks a single logical line of text. Often used in conjunction with <linenum> in documents with numbered lines. [Use only when line breaks must be preserved to capture meaning (e.g., poems, legal texts).]                                                                                                                   |
| linenum | Contains a line number, for example in legal text. [Use only when <line> is used, and only for lines numbered in print book.]                                                                                                                                                                                                  |
| pagenum | Contains one page number as it appears from the print document, usually inserted at the point within the file immediately preceding the first item of content on a new page. [NB: Only valid when it includes an id attribute].                                                                                                |
| noteref | <p>Marks one or more characters that reference a footnote or endnote &lt;note&gt;. Contrast with &lt;annoref&gt;. &lt;noteref&gt; and &lt;note&gt; are independently skippable.</p> <p><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i></p> |

## Tables

| Element | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| table   | Contains cells of tabular data arranged in rows and columns. A <table> may have a <caption>. It may have descriptions of the columns in <col>s or groupings of several <col> in <colgroup>. A simple <table> may be made up of just rows <tr>. A long table crossing several pages of the print book should have separate <pagenum> values for each of the pages containing that <table> indicated on the page where it starts. Note the logical order of optional <thead>, optional <tfoot>, then one or more of either <tbody> or just rows <tr>. This order accommodates simple or large, complex tables. The <thead> and <tfoot> information usually helps identify content of the <tbody> rows. For a multiple-page print <table> the <thead> and <tfoot> are repeated on each page, but not redundantly tagged. |
| td      | Indicates a table cell containing data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| tr      | <p>Marks one row of a &lt;table&gt; containing &lt;th&gt; or &lt;td&gt; cells.</p> <p><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Images

| Element  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| imggroup | Provides a container for one or more <img> and associated <caption>(s) and <prodnote>(s). A <prodnote> may contain a description of the image. The content model allows: 1) multiple <img> if they share a caption, with the ids of each <img> in the <caption imgref="id1 id2 ...">, 2) multiple <caption> if several captions refer to a single <img id="xxx"> where each caption has the same <caption imgref="xxx">, 3) multiple <prodnote> if different versions are needed for different media (e.g., large print, braille, or print). If several <prodnote> refer to a single <img id="xxx">, each prodnote has the same <prodnote imgref="xxx">. |
| img      | Points to the image to be rendered. An <img> may stand alone or be grouped using <imggroup>.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| caption  | Describes a <table> or <img>. If used with <table> it must follow immediately after the <table> start tag. If used with <imggroup> it is not so constrained.<br><br><i>For the most current usage guidelines, please refer to <a href="http://www.daisy.org/z3986/">http://www.daisy.org/z3986/</a></i>                                                                                                                                                                                                                                                                                                                                                  |

### 1. The Optional Elements and Guidelines for Use

Publishers are encouraged to apply mark-up beyond the baseline (required) elements. The complete DTBook Element Set reflects the tags necessary to create the six types of Digital Talking Books and Braille output. Because of the present necessity to subdivide the creation of alternate format materials into distinct phases, the Panel determined that baseline elements would be provided by publishers, and optional elements would be added to the NIMAS-conformant files by third-party conversion entities. In both circumstances the protocols for tagging digital files should conform to the most current DAISY/NISO Z39.86 specification. Content converters are directed to the most current DAISY Structure Guidelines (<http://www.daisy.org/z3986/>) for guidance on their use.

Since the publication of the original National File Format report from which the NIMAS technical specifications were derived, ANSI/NISO Z39.86-2002 was updated and is now DAISY/NISO Z39.86-2005. It may be best to avoid using the following optional elements which are no longer included in DAISY/NISO Z39.86-2005: <style>, <notice>, <hr>, and <levelhd>.

Also, the following new elements were introduced by DAISY/NISO Z39.86-2005 and should be considered optional elements for the NIMAS: <bridgehead>, <byline>, <covertitle>, <dateline>, <epigraph>, <linegroup>, and <poem>. Please refer to DAISY/NISO Z39.86-2005 for additional information regarding these elements. To access the DAISY/NISO Z39.86-2005 specification, go to <http://www.daisy.org/z3986/>.

## 2. Package File

A package file describes a publication. It identifies all other files in the publication and provides descriptive and access information about them. A publication must include a package file conforming to the NIMAS. The package file is based on the Open eBook Publication Structure 1.2 package file specification (For most recent detail please see <http://www.openebook.org/oebps/oebps1.2/download/oeb12-xhtml.htm#sec2>.) A NIMAS package file must be a valid XML OeBPS 1.2 package file instance and must meet the following additional standards:

The NIMAS Package File must include the following Dublin Core (dc:) metadata:

- dc:Title
- dc:Creator (if applicable)
- dc:Publisher
- dc>Date (Date of NIMAS-compliant file creation—yyyy-mm-dd)
- dc:Format (“NIMAS 1.1”)
- dc:Identifier (a unique identifier for the NIMAS-compliant digital publication, e.g., print ISBN + “-NIMAS”—exact format to be determined)
- dc:Language (one instance, or multiple in the case of a foreign language textbook, etc.)
- dc:Rights (details to be determined)
- dc:Source (ISBN of print version of textbook)

And the following x-metadata items:

- nimas-SourceEdition (the edition of the print textbook)
- nimas-SourceDate (date of publication of the print textbook)

The following metadata were proposed also as a means of facilitating recordkeeping, storage, and file retrieval:

- dc:Subject (Language Arts, Social Studies, etc.)
- nimas-grade (specific grade level of the print textbook, e.g.; Grade 6)
- nimas gradeRange (specific grade range of the print textbook, e.g.; Grades 4–5)

An additional suggestion references the use of:

- dc:audience:educationLevel (for the grade and gradeRange identifiers, noting that Dublin Core recommends using educationLevel with an appropriate controlled vocabulary for context, and recommends the U.S. Department of Education’s Level of Education vocabulary online at <http://www.ed.gov/admin/reference/index.jsp>. Using educationLevel obviates the need for a separate field for gradeRange since dc elements can repeat more than once. A book used in more than one grade would therefore have two elements, for example, one with a value of “Grade 4” and another with a value of “Grade 5.”

A final determination as to which of these specific metadata elements to use needs to be clarified in practice. The package manifest must list all provided files (text, images, etc.). (Note: For purposes of continuity and to minimize errors in transformation and processing, the NIMAS-compliant digital text should be provided as a single document.)

### **3. Modular Extensions**

The most current DAISY/NISO standard, formally the [DAISY/NISO Z39.86, Specifications for the Digital Talking Book](#) defines a comprehensive system for creating Digital Talking Books. A part of this standard is DTBook, an XML vocabulary that provides a core set of elements needed to produce most types of books. However, DTBook is not intended to be an exhaustive vocabulary for all types of books.

Guidelines for the correct approach to extend the DAISY/NISO standard have been established. Mathematics, video support, testing, workbooks, music, dictionaries, chemistry, and searching are some of the extensions that have been discussed. Visit <http://www.daisy.org/z3986/> to learn more about modular extensions.

**Proclamation 2010**  
**Estimated Maximum Cost for First Year Purchases**

| Subject Area                                        | Projected Units  | Maximum Cost Per Unit | Total Maximum Cost    |
|-----------------------------------------------------|------------------|-----------------------|-----------------------|
| <b>Language Arts and Reading</b>                    |                  |                       |                       |
| <b>Subchapter A. Elementary</b>                     |                  |                       |                       |
| §110.11 English Language Arts & Reading, Grade K    | 403,628          | \$ 72.50              | \$ 29,263,030         |
| §110.12 English Language Arts & Reading, Grade 1    | 422,517          | \$ 105.52             | \$ 44,583,994         |
| <b>Subtotal English Language Arts &amp; Reading</b> | <b>826,145</b>   |                       | <b>\$ 73,847,024</b>  |
| §128.11 Spanish Language Arts & Reading, Grade K    | 107,245          | \$ 99.65              | \$ 10,686,964         |
| §128.12 Spanish Language Arts & Reading, Grade 1    | 111,473          | \$ 165.89             | \$ 18,492,256         |
| <b>Subtotal Spanish Language Arts &amp; Reading</b> | <b>218,718</b>   |                       | <b>\$ 29,179,220</b>  |
| §110.13 Reading, Grade 2                            | 413,930          | \$ 69.57              | \$ 28,797,110         |
| §110.14 Reading, Grade 3                            | 410,299          | \$ 71.29              | \$ 29,250,216         |
| §110.15 Reading, Grade 4                            | 396,114          | \$ 53.48              | \$ 21,184,177         |
| §110.16 Reading, Grade 5                            | 392,558          | \$ 53.48              | \$ 20,994,002         |
| <b>Subtotal Reading</b>                             | <b>1,612,901</b> |                       | <b>\$ 100,225,505</b> |
| §128.13 Spanish Reading, Grade 2                    | 104,313          | \$ 75.15              | \$ 7,839,122          |
| §128.14 Spanish Reading, Grade 3                    | 95,451           | \$ 75.98              | \$ 7,252,367          |
| §128.15 Spanish Reading, Grade 4                    | 72,530           | \$ 65.77              | \$ 4,770,298          |
| §128.16 Spanish Reading, Grade 5                    | 55,980           | \$ 66.07              | \$ 3,698,599          |
| <b>Subtotal Spanish Reading</b>                     | <b>328,274</b>   |                       | <b>\$ 23,560,386</b>  |
| <b>Total Subchapter A. Elementary</b>               | <b>2,986,038</b> |                       | <b>\$ 226,812,135</b> |
| <b>Subchapter B. Middle School</b>                  |                  |                       |                       |
| §110.25 Reading Elective, Grade 6                   | 23,729           | \$ 52.93              | \$ 1,255,976          |
| §110.25 Reading Elective, Grade 7                   | 84,891           | \$ 52.93              | \$ 4,493,281          |
| §110.25 Reading Elective, Grade 8                   | 72,413           | \$ 52.93              | \$ 3,832,820          |
| <b>Subtotal Reading Elective</b>                    | <b>181,033</b>   |                       | <b>\$ 9,582,077</b>   |
| §110.18 Literature, Grade 6                         | 385,096          | \$ 72.74              | \$ 28,011,883         |
| §110.19 Literature, Grade 7                         | 382,097          | \$ 72.74              | \$ 27,793,736         |
| §110.20 Literature, Grade 8                         | 382,643          | \$ 72.74              | \$ 27,833,452         |
| <b>Subtotal Literature</b>                          | <b>1,149,836</b> |                       | <b>\$ 83,639,071</b>  |
| §128.18 Spanish Literature, Grade 6                 | 25,304           | \$ 62.11              | \$ 1,571,631          |
| <b>Subtotal Spanish Literature</b>                  | <b>25,304</b>    |                       | <b>\$ 1,571,631</b>   |
| <b>Total Subchapter B. Middle School</b>            | <b>1,356,173</b> |                       | <b>\$ 94,792,779</b>  |

| <b>Proclamation 2010</b><br><b>Estimated Maximum Cost for First Year Purchases</b>                                                                      |                        |                              |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------|---------------------------|
| <b>Subject Area</b>                                                                                                                                     | <b>Projected Units</b> | <b>Maximum Cost Per Unit</b> | <b>Total Maximum Cost</b> |
| <b>Subchapter C. High School</b>                                                                                                                        |                        |                              |                           |
| § 110.31 Literature I                                                                                                                                   | 432,196                | \$ 75.52                     | \$ 32,639,442             |
| § 110.32 Literature II                                                                                                                                  | 369,976                | \$ 75.52                     | \$ 27,940,588             |
| § 110.33 Literature III                                                                                                                                 | 337,854                | \$ 77.66                     | \$ 26,237,742             |
| § 110.34 Literature IV                                                                                                                                  | 311,983                | \$ 77.66                     | \$ 24,228,600             |
| <b>Subtotal Literature</b>                                                                                                                              | <b>1,452,009</b>       |                              | <b>\$ 111,046,372</b>     |
| § 128.42 English I for Speakers of Other Languages                                                                                                      | 50,000                 | \$ 85.04                     | \$ 4,252,000              |
| § 128.43 English II for Speakers of Other Languages                                                                                                     | 50,000                 | \$ 91.60                     | \$ 4,580,000              |
| <b>Subtotal English for Speakers of Other Languages</b>                                                                                                 | <b>100,000</b>         |                              | <b>\$ 8,832,000</b>       |
| § 74.4(c)(2)–(5) English Language Proficiency Standards, Grades 9–12, TE                                                                                | 152,234                | \$ 95.26                     | \$ 14,501,811             |
| <b>Subtotal English Language Proficiency Standards (Teacher)</b>                                                                                        | <b>152,234</b>         |                              | <b>\$ 14,501,811</b>      |
| <b>Total Subchapter C. High School</b>                                                                                                                  | <b>1,704,243</b>       |                              | <b>\$ 134,380,183</b>     |
| <b>Subchapter D. Other High School English</b>                                                                                                          |                        |                              |                           |
| § 110.83 AP English Language                                                                                                                            | 74,865                 | \$ 51.43                     | \$ 3,850,307              |
| § 110.84 AP English Literature                                                                                                                          | 68,626                 | \$ 67.07                     | \$ 4,602,746              |
| <b>Subtotal Advanced Placement</b>                                                                                                                      | <b>143,491</b>         |                              | <b>\$ 8,453,053</b>       |
| § 110.86 IB Language Studies, Standard Level                                                                                                            | 7,464                  | \$ 67.07                     | \$ 500,610                |
| § 110.87 IB Language Studies, Higher Level                                                                                                              | 5,013                  | \$ 67.07                     | \$ 336,222                |
| <b>Subtotal International Baccalaureate</b>                                                                                                             | <b>12,477</b>          |                              | <b>\$ 836,832</b>         |
| <b>Total Subchapter D. Other High School English</b>                                                                                                    | <b>155,968</b>         |                              | <b>\$ 9,289,885</b>       |
| <b>Total High School</b>                                                                                                                                | <b>1,860,211</b>       |                              | <b>\$ 143,670,068</b>     |
| <b>Total: English Language Arts and Reading; Spanish Language Arts; English for Speakers of Other Languages; English Language Proficiency Standards</b> | <b>6,202,422</b>       |                              | <b>\$ 465,274,982</b>     |

For non-conforming products, the State of Texas will pay only a percentage of the state maximum cost that reflects the percentage TEKS addressed (e.g. the state will pay 85% of the state maximum cost for a product that addresses 85% of the TEKS).