



Introduction

ELAR Texas Essential Knowledge and Skills

The ELAR TEKS Introduction is identically worded across grade levels with a few exceptions. These exceptions are marked with numbered footnotes in the text on the next pages. We use the first-grade Introduction as the basis for our example.

Texas Administrative Code (TAC), Title 19, Part II
Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

§110.10.¹ Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary,² Beginning with School Year 2009-2010.

(a) The provisions of §§110.11-110.16³ of this subchapter shall be implemented by school districts beginning with the 2009-2010 school year and at that time shall supersede §§110.2-110.7⁴ 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.

Figure: 19 TAC §110.10(b)⁵

Source: The provisions of this §110.10⁶ adopted to be effective September 4, 2008, 33 TexReg 7162.

1 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

2 Substitute the appropriate grade range: “Middle School” or “High School.”

3 The statute-number range differs by grade range (§§110.18–110.20 for Middle School, §§110.31–110.34 for High School).

4 The statute-number range differs by grade range (§§110.22–110.24 for Middle School, §§110.42–110.45 for High School).

5 The statute number differs by grade range (§110.17(b) for Middle School, §110.30(b) for High School).

6 The statute number differs by grade range (§110.17 for Middle School, §110.30 for High School).

§110.12.⁷ English Language Arts and Reading, Grade 1,⁸ Beginning with School Year 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.⁹ In first grade,¹⁰ 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.¹¹

7 The statute number differs by grade level:

K	1	2	3	4	5	6	7	8	Eng. I	Eng. II	Eng. III	Eng. IV
§110.11	§110.12	§110.13	§110.14	§110.15	§110.16	§110.18	§110.19	§110.20	§110.31	§110.32	§110.33	§110.34

8 Substitute the appropriate grade level.

9 This sentence is for grades K–2 only. For grades 3–English IV, this sentence reads: “The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade.”

10 Substitute the appropriate grade level.

11 For kindergarten, this section reads: “...students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.”

For grades 3–English IV, this section reads: “...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 ELLs 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 1¹² 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.

12 Substitute the appropriate grade level.