TEKS Guide

Where Texas student
expectations are explained.

get started

TEA
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READING LANGUAGE ARTS TEKS GUIDE USER'S GUIDE

BETA Version

Contents

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Accessing the TEKS Guide

To access the TEKS Guide visit www.teksguide.org

Selecting a Browser

The TEKS Guide will run on the <u>most recent</u> versions of Edge, Chrome, and Firefox. If you have difficulty accessing any of the features, please try a different browser to see if that resolves the problem.

General Tips

1. There is a page for each student expectation (SE). Romanettes (e.g., i, ii, iii) are treated as student expectations and have their own pages. For SEs with romanettes, the parent SE will not have a content page.

2. There are three or four tabs across the top of each SE page (Note: The Assessment Tab is not yet populated with additional assessment examples). Click on a tab to access content within the tab.

3. When you click on a different SE within an SE page, a new window or new browser tab will open. You should be able to navigate back to the original page by clicking on the original tab or window.

4. Click on this symbol to expand content on the page.

    Click on this symbol to collapse content on the page.

5. Click on ◁ BACK TO TEKS SEARCH   to get back to the search page.

6. Click on this symbol for additional explanatory information.

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Search the TEKS Guide

1. Select Chapter 110. English Language Arts.

2. Select the grade level you would like to view.

3. Select the strand you would like to view.

4. If you type in a key word, all student expectations that include the key word will appear.

The list of student expectations for the strand will appear.

Click on a student expectation (SE) to access the specific SE page.

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Overview Tab

1. A TEKS Talk video provides an explanation of the strand to which the student expectation belongs.

2. Hover the cursor over underlined text in the knowledge and skills statement or the student expectation to view an explanation of the term or phrase.

3. There are three or four tabs for each student expectation.

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Demonstrated Proficiency

The **Overview** tab includes one example of how to measure student proficiency of the student expectation or a portion of the SE. Examples include released STAAR items.

Demonstrated Proficiency of ELA.3.3.B

📝 **Racing Team** ⬅ 4

In paragraph 20, the word moistened means that the sand was made —

> **Correct**
>
> **A.   wet**
> Rationale: Carter uses a spray bottle to moisten the car after the sun "was drying out the sand." This context is included to help the student know that the word moistened means that Carter made the sand "wet."

B.   firm
Rationale: Although moistening the sand helped make it firmer, this is not the meaning of the word moistened.

C.   shiny
Rationale: Although something wet may be "shiny," this is not the meaning of the word moistened.

D.   bright
Rationale: There is no context to support that moistening the sand would make it "bright."

[Show Further Explanation 💬]   [Hide Answer 💡] ⬅ 5

⬆ 6

4. For STAAR items, click on the title to view the related passage and to close the passage.

5. Click on *Show Answer* to view the correct answer and a rationale explaining why it is correct as well as explanations for why other answers are incorrect. Click on *Hide Answer* to hide the answers and rationales.

6. Click on *Show Further Explanation* to view additional information about how the item assesses the standard. Click on *Hide Further Explanation* to hide the further explanations.

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Examples also include formative assessment activities.

Demonstrated Proficiency of ELA.3.1.A

The following is one example of how to assess proficiency of this student expectation (SE) or a portion of the SE. More examples coming soon.

During a presentation by a peer in the classroom, encourage students to comment and ask questions to demonstrate their understanding of the information presented. Make anecdotal notes on relevant questions and comments shared by students to document which students have mastered the skill.

Behaviors to observe:

- Students are looking at the presenter or otherwise engaged in the presentation.
- Students are nodding or physically reacting to the information and presentation.
- Students ask questions or make comments about the information being presented.

Further Explanation

For this assessment, students are required to show evidence of active listening and understanding of information through comments and questions. Students' comments and questions should directly link to the content of the presentation. If a student is off topic, this may indicate that the student did not understand or misinterpreted the concepts discussed.

Glossary Support

Glossary support provides the explanations that appear with the SE and may include additional glossary terms for those who are less familiar with the standards

Glossary Support for ELA.4.2.A.ii

Term	Definition
closed syllable	a syllable that ends with a consonant (e.g., the words *tan*, *am*, and *left*)
decoding multisyllabic words	Students apply knowledge of letter-sound relationships in order to correctly pronounce words that are made of multiple syllables (e.g., *celebration, refrigerator, invisible, hippopotamus*).
demonstrate and apply phonetic knowledge	When students demonstrate phonetic knowledge, they are not creating written content that incorporates an understanding of phonetic principles, but rather reviewing content and determining how the principles have been applied. Students will do this when decoding words they encounter in various formats, from activities in the classroom to stories they read for pleasure.
digraph	two successive letters that represent a single speech sound (e.g., *oo* in *moon* and *ow* in *how*) Note that there are both vowel digraphs and consonant digraphs.
diphthong	also known as a vowel blend, the combination of two vowels in one syllable where two sounds are heard (e.g., /ou/ in cloud, and /oi/ in boil) Note that the ou combination can function as a diphthong or digraph depending on the sound: it is a diphthong in the word couch /ou/ and a diagraph in the word cough /aw/.
final stable syllable	a syllable that occurs in the final position of a word and has an unexpected but reliable pronunciation
open syllable	a syllable that ends with a vowel (e.g., the words *we* and *go*)
r-controlled syllable	a syllable that includes a vowel followed by the consonant r so its pronunciation is influenced by the /r/ and is neither a long or short vowel sound (e.g., farm, her, first)
VCe syllable	a syllable that includes a vowel followed by a consonant followed by a silent *e*; in this type of syllable, the first vowel is usually long
vowel team	two vowels that together represent one phoneme or sound (e.g., *ea, ai, oa, ou*) Two types of vowel teams are vowel digraphs and diphthongs.

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Supporting Information

Supporting information shows the related student expectation from the 2009 version of the standards if there is one.

Supporting Information for ELA.5.3.B

Related 2009 Student Expectation
This student expectation is related to the following SE from the 2009 reading/language arts TEKS.

(2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

Supporting information also includes research that supports instruction in the student expectation.

Research

1. Kuhn, M. R., & Stahl, S. A. (1998). Teaching children to learn word meanings from context: A synthesis and some questions. *Journal of Literacy Research*, 30 (1), 119–138. doi:10.1080/10862969809547983

Summary: This article is an overview of 14 studies that focused on different strategies to improve the students' ability to learn word meaning by using context. The primary findings show that strategy was not a variance in students' learning but practicing the strategy was a factor. The conclusion is that each strategy is of value, but the student must be given ample time to practice the skill.

2. Ehri, L. C., & Rosenthal, J. (2007). Spellings of words: A neglected facilitator of vocabulary learning. *Journal of Literacy Research*, 39(4), 389–409. doi.10.1080/10862960701675341

Summary: This topic of this study is the importance of spelling in retaining the meaning and pronunciation of words. The authors review theory and evidence, which reveals that spelling is routinely overlooked as a critical element in learning vocabulary.

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Alignment Tab

Information in the **Alignment** tab helps teachers make connections within and among the student expectations. The drop-down menu in the top right-hand corner of the page provides access to the three alignment sections.
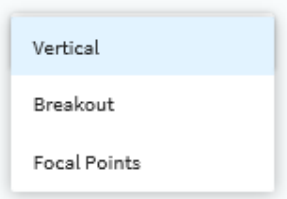
Vertical Alignment

1. Click on the P*revious grade* arrow to view related student expectations that appear in previous grade levels down to kindergarten.
2. Click on the N*ext grade* arrow to view related student expectations that appear in higher grade levels up to English IV.

3. Click on *Go to ELA.#.#.X* to view the page for that student expectation in a new window. The original SE can be accessed in the original window.

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Focal Points

The focal points are intended to show the multiple connections among student expectations within the grade level. Student expectations can be viewed in three additional categories: *Foundational Skills*, *Oral and Written Comprehension*, and *Oral and Written Expression*. A student expectation might be included in one, two, or three categories.

Note: A few student expectations do not appear in any of the three categories.

4. On a focal point page, the student expectation appears in bold along with other SEs in the related category.
5. Click on any student expectation to go the specific page for that SE.

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Breakouts

Breakouts allow a teacher to visualize each component of a student expectation.

6. Click on the + symbol to view each distinct part of the student expectation.

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Resources Tab

The **Resources** tab provides access to Texas Gateway resources related to the student expectation. Resources are organized into four categories.

1. **SE Specific Resources** are the most directly related to the student expectation at the grade level.

Lesson Study lessons and OnTrack lessons will appear in this category.

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2. **SE Related Resources** are also related to the student expectation but may apply to multiple grades or the grade level above or below.

An example of an SE related resource is a Write for Texas resource for grades 5–12.

3. **Dyslexia Resources** include resources to support students with dyslexia.

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4. **General Resources** provide information that is more broadly related to the content of the student expectation.

The **Resources** tab also includes a list of State Board of Education-adopted instructional materials for the grade level.

5. The percent of Texas Essential Knowledge and Skills coverage for each set of materials is listed.
6. The percent of English language proficiency standards (ELPS) coverage is also listed.

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