



ENGLISH LANGUAGE ARTS AND READING CURRICULUM UPDATE

Karin Miller
English Language Arts and Reading Coordinator

**© 2017 by the Texas Education Agency
Copyright © Notice.**

The Materials are copyrighted © and trademarked ™ as the property of Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA except under the following conditions:

- 1) Texas public school districts, charter schools, and education service centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission from TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, charter schools, or education service centers, or any entity, whether public or private, educational or non-educational, located outside the state of Texas must obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information, contact the Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas, 78701-1494; phone 512-463-9041, email: copyrights@tea.texas.gov.



Agenda

- Revised English and Spanish Language Arts and Reading TEKS
- Foundation High School Program
- Reading Academies
- Texas Gateway
- TEA Updates



ENGLISH AND SPANISH LANGUAGE ARTS AND READING TEKS



English and Spanish Language Arts and Reading TEKS—Implementation

The new English and Spanish language arts and reading TEKS for **kindergarten–grade 8** are scheduled to be implemented in the **2019-2020 school year**.

The review of instructional materials for the new English and Spanish language arts and reading **K–8 TEKS** under **Proclamation 2019** is scheduled to take place in Summer 2018.

The current K–8 TEKS are the required curriculum standards until the new TEKS are implemented.



English and Spanish Language Arts and Reading TEKS—Implementation

The new English language arts and reading and English as a second language (ESOL) TEKS for **high school** are scheduled to be implemented in the **2020-2021 school year**.

A proclamation will be issued for the review and adoption of instructional materials for the high school courses at a future SBOE meeting.

The current high school TEKS are the required curriculum standards until the new TEKS are implemented.

English and Spanish Language Arts and Reading TEKS—Overview of Changes

Overview of changes—

- Integration of Figure 19 expectations into general student expectations for each grade level and course
- Organization of TEKS around seven strands (developing and sustaining foundational language skills, comprehension skills, response skills, multiple genres, author's purpose and craft, composition, and inquiry and research)
- Streamlining of TEKS
- Vertical alignment across grade levels
- Horizontal alignment between English and Spanish with differentiation as appropriate for foundational language and composition skills

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

Figure: 19 TAC §110.10(b)

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
<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) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</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 desired outcome to enhance comprehension;</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 content to enhance comprehension;</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>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>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>

English and Spanish Language Arts and Reading TEKS—Figure 19

Comprehension skills from Figure 19 are integrated into the general student expectations for each grade level and course.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

(5) **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts with adult assistance;

English and Spanish Language Arts and Reading TEKS—Strands

The English and Spanish language arts TEKS are organized around seven strands.

- Strand 1: Developing and sustaining foundational language skills
- Strand 2: Comprehension skills
- Strand 3: Response skills
- Strand 4: Multiple genres
- Strand 5: Author's purpose and craft
- Strand 6: Composition
- Strand 7: Inquiry and research

English and Spanish Language Arts and Reading TEKS—Strands

The strands include the four domains of language (listening, speaking, reading, and writing) and thinking.

Some knowledge and skill statements include two or more substrands.

Substrands have unique knowledge and skills statements and organize student expectations into related categories within a strand.

English and Spanish Language Arts and Reading TEKS—Strands

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Strand

English and Spanish Language Arts and Reading TEKS—Strands

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Substrands

English and Spanish Language Arts and Reading TEKS—Strands

English and Spanish Language Arts and Reading Strands, Adopted 2008

Reading

Writing

Oral and Written Conventions

Research

Listening and Speaking

English and Spanish Language Arts and Reading Strands, Adopted 2017

Developing and sustaining foundational language skills

Comprehension skills

Response skills

Multiple Genres

Author's Purpose and Craft

Composition

Inquiry and Research

Strand 1: Developing and sustaining foundational language skills

Oral language

The student develops oral language through listening, speaking, and discussion.

Student expectations include the following:

- listening and responding appropriately
- following and giving instructions
- participating in discussions
- presenting to an audience

Strand 1: Developing and sustaining foundational language skills

Beginning reading and writing.

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Student expectations include the following:

- phonological awareness
- phonetic knowledge
- print awareness
- handwriting

Strand 1: Developing and sustaining foundational language skills

Vocabulary

The student uses newly acquired vocabulary expressively.

Student expectations include the following:

- print and digital resources
- affixes and roots
- multiple meaning words
- antonyms, synonyms, homophones, and homographs
- idioms

Strand 1: Developing and sustaining foundational language skills

Fluency

The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Self-selected reading

The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.



Strand 2: Comprehension Skills

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Student expectations include the following:

- establishing purpose for reading
- generating questions
- making connections and predictions
- creating mental images
- making inferences
- evaluating details read



Strand 3: Response Skills

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Student expectations include the following:

- making personal connections
- using text evidence
- retelling, paraphrasing, or summarizing text
- discussing ideas in the text
- using newly acquired vocabulary appropriately



Strand 4: Multiple Genres

Multiple Genres/literary elements

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Student expectations include the following:

- theme
- characters
- plot elements
- setting



Strand 4: Multiple Genres

Multiple Genres/genres

The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

Student expectations include the following:

- literary genres
- poetry
- elements of drama
- informational texts
- persuasive/argumentative texts
- multimodal texts

Strand 5: Author's purpose and craft

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Student expectations include the following:

- author's purpose, audience, and message in a text
- text structure
- print and graphic features
- figurative language and sound devices
- literary and rhetorical devices

Strand 6: Composition

Composition/writing process

The student uses the writing process recursively to compose multiple texts that are legible and to use appropriate conventions.

Student expectations include the following:

- planning a draft
- developing focused, structured, and coherent pieces including introductions, transitions, and conclusions
- developing ideas
- editing drafts using standard writing conventions and correct spelling

Strand 6: Composition

Composition/genres

The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Student expectations include the following:

- personal narratives and poetry
- informational and persuasive/argumentative texts
- correspondence

Strand 7: Inquiry and Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Student expectations include the following:

- generating questions
- developing and following a research plan
- demonstrating an understanding of information gathered
- presenting information



English and Spanish Language Arts and Reading TEKS—Introduction

Introduction

- Rewritten to introduce the new strands and update research citations
- Include language specific to English language learners (ELLs) in both languages of instruction
- Feature consistent language across grade levels with additional language included in the Spanish language arts and reading and English as a second language (ESL) TEKS

English and Spanish Language Arts and Reading TEKS—Vertical Alignment

In addition to working in grade level bands (K–2, 3–5, 6–8, high school), the TEKS review committees worked in K–12 strand committees to vertically align the standards.

The SBOE convened its appointed experts after the TEKS review committees completed their work. The experts made additional recommendations to revise the TEKS and ensure that the standards were vertically aligned across grade levels.

English and Spanish Language Arts and Reading TEKS—Vertical Alignment

Example – Strand 5: Author’s Purpose and Craft

Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6
(10)	(10)	(10)	(10)
(D) discuss how the author uses words that help the reader visualize; and	(D) discuss the use of descriptive, literal, and figurative language;	(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;	(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;



English and Spanish Language Arts and Reading TEKS—Horizontal Alignment

Each K–12 strand subcommittee included representatives from both the English language arts and reading and Spanish language arts and reading committees.

Decisions to differentiate SEs were based on whether the difference in a student expectation is solely the language in which it is taught and learned or if the language of instruction requires students to learn a different knowledge or skill specific to that language.

English and Spanish Language Arts and Reading TEKS—Horizontal Alignment

Almost identical strands in English and Spanish language arts and reading TEKS, Kindergarten – Grade 6

- Strand 2: Comprehension skills
- Strand 3: Response skills
- Strand 4: Multiple Genres
- Strand 5: Author’s Purpose and Craft

- Strand 7: Inquiry and Research

English and Spanish Language Arts and Reading TEKS—Horizontal Alignment

Strand 1: Developing and sustaining foundational language skills

- Identical student expectations for skills applicable to English and Spanish instruction, including **oral language** (interacting with and presenting to others), **fluency, and self-sustained reading**
- Differentiated student expectations as appropriate to address differences in the acquisition or expression of the language of instruction, including **beginning reading and writing** (phonological awareness and phonics) and **vocabulary**

English and Spanish Language Arts and Reading TEKS—Horizontal Alignment

Strand 6: Composition

- Identical student expectations for skills related to the writing process and genres that are applicable to English and Spanish instruction
- Differentiated student expectations as appropriate for writing and editing in accordance with the standard conventions of the language of instruction

English and Spanish Language Arts and Reading TEKS—Resources

The new K–8 English and Spanish language arts and reading TEKS are posted on the TEA website as follows:

- English Language Arts and Reading TEKS Review
[http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_\(TEKS\)_Review/English_Language_Arts_and_Reading_TEKS_Review/](http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS_Review/)
- Spanish Language Arts and Reading and English as a Second Language TEKS Review
[http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_\(TEKS\)_Review/Spanish_Language_Arts_and_Reading_and_English_as_a_Second_Language_TEKS_Review/](http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/Spanish_Language_Arts_and_Reading_and_English_as_a_Second_Language_TEKS_Review/)

The new TEKS for English I-IV, ESOL I & II, and English Language Development and Acquisition (ELDA) will be available soon.

[Home](#) > [Laws and Rules](#) > 19 TAC Chapter 110

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

[Link to Subchapters from Subchapter Titles](#) - [Link to Sections from Icons](#)

[Links to PDF Versions of the files are available at the end of the page](#)

Subchapter A. Elementary

- §110.10. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary, Beginning with School Year 2009-2010.
- §110.11. English Language Arts and Reading, Kindergarten, Beginning with School Year 2009-2010.
- §110.12. English Language Arts and Reading, Grade 1, Beginning with School Year 2009-2010.
- §110.13. English Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.
- §110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.
- §110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.
- §110.16. English Language Arts and Reading, Grade 5, Beginning with School Year 2009-2010.

Subchapter B. Middle School

- §110.17. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Middle School, Beginning with School Year 2009-2010.
- §110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.
- §110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.
- §110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.
- §110.25. English Language Arts and Reading, Reading (Elective Credit).

K-8 TEKS will be in TAC beginning Monday, September 25, 2017, and will appear alongside the current TEKS until implementation. Adopted 2017 will appear in the title.



Welcome & Overview

- [Strategic Plan](#)
- [Calendars](#)
- [Employment](#)
- [Glossary of Acronyms](#)
- [Site Policies](#)

Agency Finances

- [Internal Audit](#)
- [Legislative Appropriations Request](#)
- [Procurement and Historically Underutilized Business Program](#)
- [TEA Check Register](#)
- [TEA Contracts](#)
- [TEA Payment Report](#)

Contact Us

- [AskTED](#)
- [Complaints](#)
- [Divisions Directory](#)
- [Fraud Hotline](#)
- [General Inquiry](#)
- [Public Information Requests](#)
- [Sending Files Securely](#)
- [Special Accreditation Investigations](#)
- [Staff Directory](#)
- [Equal Educational Opportunity](#)

Laws & Rules

- [Commissioner Rules \(TAC\)](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [NCLB - ESEA](#)
- [SBEC Rules \(TAC\)](#)
- [SBOE Rules \(TAC\)](#)
- [Special Education Rules and Regulations](#)
- [Texas Administrative Code](#)
- [Texas Education Code](#)
- [Texas Constitution / Statutes](#)

Leadership

- [Commissioner](#)
- [Deputy Commissioners](#)
- [State Board of Education](#)
- [State Board for Educator Certification](#)

Legal Services

- [Public Information](#)
- [Special Education Dispute Resolution](#)
- [Hearings and Appeals](#)

News & Multimedia

- [Press Releases](#)
- [Annual Reports](#)
- [Audio and Visual Resources](#)
- [Awards](#)

Other Services

- [Education Service Center Information](#)
- [Hurricane Harvey](#)
- [Services for Homeless Students](#)
- [Services for Military Families](#)

[About TEA](#)[Academics](#)[Finance & Grants](#)[Reports & Data](#)[Student Testing & Accountability](#)[Texas Educators](#)[Texas Schools](#)[Home](#) / [About TEA](#) / [Laws and Rules](#) / [SBOE Rules \(TAC\)](#)

State Board of Education Rules - Texas Administrative Code

State Board of Education (SBOE) rules are part of a larger body of state agency rules known as the Texas Administrative Code (TAC). The Office of the Secretary of State collects and publishes these rules. SBOE rules are codified under Title 19, Part II, of the TAC. Title 19 is Education, and Part II is the Texas Education Agency. The SBOE may adopt new rules or amendments to or repeals of existing rules.

Use the following links to view SBOE rules that are currently in effect and rules the SBOE has recently updated.

[Texas Administrative Code - Currently in Effect](#) (last updated 08-28-17) (Chapter 74, Subchapter B; Chapter 114, Subchapters A-C; Chapter 115, Subchapters B and C; Chapter 130, Subchapters A-P)

[Updates to the Texas Administrative Code](#) (last updated 09-27-16)

NOTE: The Texas Education Agency makes every effort to ensure that the information published on this Internet site is secure; however, due to the limitations of Internet security, the rules published here are for information only and do not represent legal documentation.

SBOE Rules

The following links provide information on proposed SBOE rules, adopted SBOE rules that have not yet taken effect, and the procedures for individuals to petition for SBOE rule changes.

[Proposed Rules](#) (last updated 09-15-17)

[Adopted Rules - Not Yet Effective](#) (last updated 09-15-17)

[Procedures to Petition for Adoption of State Board of Education Rule Changes](#)

Laws & Rules

[Commissioner Rules \(TAC\)](#)[Every Student Succeeds Act \(ESSA\)](#)[NCLB - ESEA](#)[SBEC Rules \(TAC\)](#)[SBOE Rules \(TAC\)](#)[Special Education Rules and Regulations](#)[Texas Administrative Code](#)[Texas Education Code](#)[Texas Constitution / Statutes](#)

Contact Information

Rulemaking Unit

Phone: (512) 475-1497

Email: rules@tea.texas.gov



English and Spanish Language Arts and Reading TEKS—Resources

Additional resources for the K–12 English and Spanish language arts and reading TEKS will also be available on the TEA website in the future:

- Vertical alignment documents
- Side-by-side documents demonstrating the alignment between the current and new TEKS
- Spanish language arts and reading TEKS translated into Spanish
- Glossary of terms
- FAQs
- CCRS alignment to the TEKS



About TEA



Academics



Finance & Grants



Reports & Data



Student Testing &
Accountability



Texas Educators



Texas Schools

College, Career, & Military Prep

[AP - IB Incentive Program](#)
[Career and Technical Education](#)
[GEAR UP](#)
[High School Programs](#)
[P-16 Initiatives](#)
[T-STEM](#)

Curriculum Standards

[TEKS Texas Essential Knowledge and Skills](#)
[TEKS in Spanish](#)
[Texas Essential Knowledge and Skills - Review and Revision](#)

Early Childhood Education

[3 and 4 Year Old PreK FAQs](#)
[About High-Quality PreK Program](#)
[Data and Reports](#)
[ECE Grants](#)
[ECE Laws, Waivers and Rules](#)
[Educator Resources](#)
[Eligibility for Prekindergarten](#)
[Family Resources](#)
[State and Community Resources](#)

Graduation Information

[Automatic College Admissions](#)
[Graduation Reports - PEIMS Standard Reports](#)
[Foundation High School Program](#)
[State Graduation Requirements](#)

Instructional Materials

[Accessible Instructional Materials](#)
[Instructional Materials Allotment](#)
[Open-Source Instructional Materials](#)

Learning Support and Programs

[Character Education](#)
[Credit by Examination](#)
[Innovative Courses](#)
[Mathematics and Reading Academies](#)

Special Student Populations

[Bilingual - ESL Education](#)
[Dyslexia](#)
[Education of Homeless Students](#)
[Foster Care and Student Success](#)

Subject Areas

[Career & Technical Education](#)
[English Language Arts and Reading](#)
[Fine Arts](#)
[Health Education](#)

Texas Essential Knowledge and Skills - Review and Revision

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review work groups. [Subscribe to updates from TEA.](#)

TEKS Review

In June 2017, the SBOE approved a new process to be used for the review and revision of the Texas Essential Knowledge and Skills (TEKS). The new TEKS review process calls for up to five separate work group meetings and provides multiple opportunities for the public to give feedback on the recommendations of the work groups. The SBOE also approved updates to the TEKS review and instructional materials adoption schedules at the June 2017 meeting.

The following documents provide additional information related to the SBOE's new process and timelines for the review and revision of the TEKS.

[TEKS Review Process, 2017](#) (PDF, 166KB) (Approved June 2017)

[State Board of Education TEKS Streamlining Process](#) (PDF, 144KB) (Approved January 2016)

[TEKS and Instructional Materials Working Document](#) (PDF, 70KB) (Updated June 2017)

Subject Area Reviews

The following sites provide additional information about the TEKS review and revision process by subject area.

[Social Studies TEKS Streamlining](#)

[Science TEKS Streamlining](#)

[English Language Arts and Reading TEKS Review](#)

[Spanish Language Arts and Reading and English as a Second Language TEKS Review](#)

[Career and Technical Education TEKS](#)

[Languages Other Than English TEKS Review](#)

Contact Information

Curriculum Standards and Student Support Division
teks@tea.texas.gov
1701 North Congress Avenue
Austin, TX 78701-1401
(512) 463-9881



Proposed TEKS and Instructional Materials Review and Adoption Schedule

Subject	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
*E & S Language Arts and Reading	K-8 IM Reviewed <u>Issue Proc. 2020</u>	K-8 IM Adopted <u>HS IM Reviewed</u>	K-8 TEKS and IM Implemented <u>HS IM Adopted</u>	HS TEKS and IM Implemented						TEKS Reviewed	Revised TEKS Adopted <u>K-8 IM Reviewed</u>	K-8 TEKS and IM Implemented <u>HS IM Reviewed</u>
*Science		Streamlined TEKS Implemented	TEKS Reviewed <u>Issue Proc. 2022</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented						
Social Studies	TEKS Reviewed	Streamlined TEKS Adopted	Streamlined TEKS Implemented				TEKS Reviewed <u>Issue Proc. 2026</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented		
*Math					TEKS Reviewed <u>Issue Proc. 2024</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented				
*Fine Arts								TEKS Reviewed <u>Issue Proc. 2027</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented	
Health/PE		TEKS Reviewed <u>Issue Proc. 2021</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented							
Tech Apps				TEKS Reviewed <u>Issue Proc. 2023</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted	Revised TEKS and IM Implemented					
LOTE										TEKS Reviewed <u>Issue Proc. 2029</u>	Revised TEKS Adopted <u>IM Reviewed</u>	IM Adopted
Other		ELPS Reviewed	ELPS Adopted <u>Pre-K Systems Reviewed</u>	Pre-K Systems Adopted	Pre-K Systems Implemented							ELPS Reviewed
CTE			STEM and Health Science TEKS Reviewed <u>STEM and Health Science TEKS Adopted</u>	Arts/AV/Comm. and IT TEKS Reviewed <u>Arts/AV/Comm. and IT TEKS Adopted</u>	Hospitality/ Tourism and Human Services TEKS Reviewed <u>Hospitality/ Tourism and Human Services TEKS Adopted</u>	STEM and Health Science Implemented <u>Manufacturing and Architecture/ Construction TEKS Reviewed</u> <u>Manufacturing and Architecture/ Construction TEKS Adopted</u>	Arts/AV/Comm. and IT Implemented <u>Educ./ Training, Govt/Pub Admin. and LPSCS TEKS Reviewed</u> <u>Educ./ Training, Govt/Pub Admin. and LPSCS TEKS Adopted</u>	Hospitality/ Tourism and Human Services Implemented <u>AFNR and TDL TEKS Reviewed</u> <u>AFNR and TDL TEKS Adopted</u>	Manufacturing and Architecture/ Construction Implemented <u>STEM and Health Science TEKS Reviewed</u> <u>STEM and Health Science TEKS Adopted</u>	Educ./ Training, Govt/Pub Admin. and LPSCS Implemented <u>Business Mgmt./Admin., Finance, and Marketing TEKS Reviewed</u> <u>Business Mgmt./Admin., Finance, and Marketing TEKS Adopted</u>	AFNR and TDL Implemented <u>Arts/AV/Comm. and IT TEKS Reviewed</u> <u>Arts/AV/Comm. and IT TEKS Adopted</u>	STEM and Health Science Implemented <u>Manufacturing and Architecture/ Construction TEKS Reviewed</u> <u>Manufacturing and Architecture/ Construction TEKS Adopted</u>

*Including CTE courses as appropriate

June 2017

LPSCS = Law, Public Safety, Corrections, & Security
 AFNR = Agriculture, Food, & Natural Resources
 TDL = Transportation, Distribution, & Logistics



FOUNDATION HIGH SCHOOL PROGRAM

SB 826

Sequencing of required English language arts courses and mathematics courses in schools

- Effective: May 29, 2017
- Applies beginning with the 2017-2018 school year

Previously, TEC §28.025(b-2) required a student on the Foundation High School Program to successfully complete English I, II, and III prior to enrolling in an advanced English course and successfully complete Algebra I and Geometry prior to enrolling in an advanced mathematics course.

This legislation **amends TEC §28.025(b-2) and removes the sequencing requirements** for enrollment in the advanced English and advanced mathematics courses required for graduation.

Foundation High School Program

19 TAC Chapter 74. Subchapter B

TAC §74.12. Foundation High School Program rules will be amended by SBOE during the **2017-2018 school year** to remove the sequencing requirement for English courses required for graduation.

Expected SBOE Timeline for TAC §74.12 amendments

- September 13-15, 2017 – Discussion
- November 7-10, 2017 – First Reading and Filing Authorization
- Jan. 29-Feb. 2, 2018 – Second Reading and Final Adoption

Foundation High School Program

19 TAC Chapter 74. Subchapter B

§74.12. Foundation High School Program.

- (a) Credits. A student must earn at least 22 credits to complete the Foundation High School Program.
- (b) Core courses. A student must demonstrate proficiency in the following.
 - (1) English language arts--four credits. Three of the credits must consist of English I, II, and III. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.) The [After the successful completion of English I, II, and III, the] additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:

Foundation High School Program 19 TAC Chapter 74. Subchapter B

Although TAC §74.12 rules currently reflect the sequencing requirement for English courses, **the change in law resulting from SB 826 takes priority.**



READING ACADEMIES

Reading Academies

Overview

The 84th Texas Legislature (2015) established reading and mathematics academies for teachers. The law required TEA to grant priority for academy participation to teachers at campuses with 50% or more educationally disadvantaged students.

In Summer 2016, TEA and regional education service centers began providing academies to campuses that met the priority requirement.

Reading Academies

Eligible teachers who successfully completed an academy received a \$350 stipend, minus applicable income taxes and payroll deductions.

The 85th Texas Legislature (2017) provided funding for continued reading and mathematics academies for the 2017-2018 and 2018-2019 school years. More information regarding academies will be available in the future.



TEXAS GATEWAY

Texas Gateway

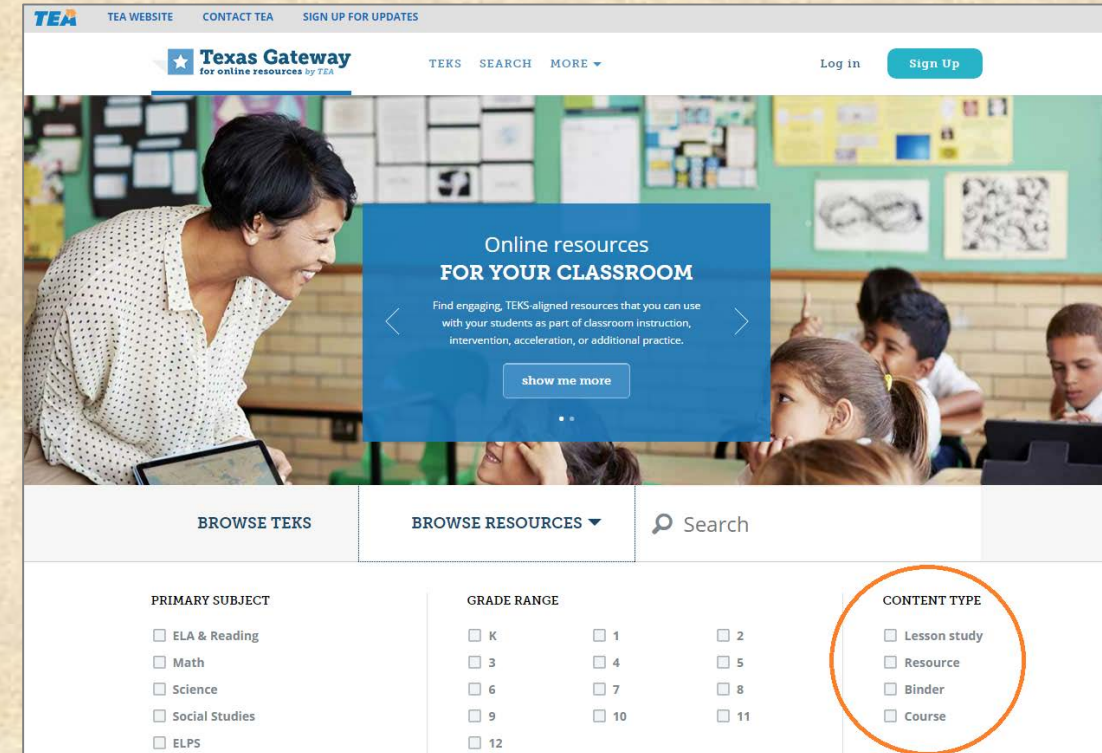
Gateway content is

- **searchable** by TEKS, keyword, subject, grade, and audience;
- **open** and available to all Texas educators, parents, and students; and
- **shareable**.

Gateway content is organized as

- **resources** (single lessons),
- **binders** (a series of lessons), and
- **courses** (a series of binders).

New Gateway content includes **Lesson Study** products (lessons created by Texas teachers) and, in summer 2017, **books**.



www.texasgateway.org

Texas Gateway Courses

Texas teachers may enroll in professional development courses offered at www.texascourses.org to earn CPE credits.

Popular courses include

- ELPS Academy,
- Texas Adolescent Literacy Academy Tier I,
- Texas Adolescent Literacy Academy Tiers II & III, and
- Texas Dyslexia Identification Academy.

Schools may import copies of courses for use in local learning management systems.



The screenshot shows the Gateway Courses website interface. At the top, there is a navigation bar with the logo "Gateway Courses by TEA" on the left, and links for "SEARCH COURSES", "REGISTER", and "Sign in" on the right. Below the navigation bar is a large hero image featuring a desk with a laptop, a coffee cup, a clipboard, and a sandwich. Overlaid on the hero image is the text "Explore Gateway Courses" and a "REGISTER NOW" button. Below the hero image is a section titled "Featured Courses" which displays four course cards. Each card has the "ELL FOUNDATIONS" logo and a world map background. The first card is titled "ASSESSMENT AND DATA-DRIVEN INSTRUCTION" and is labeled "ELLFoun-AD". The second card is titled "EFFECTIVE INSTRUCTIONAL STRATEGIES AND PRACTICES" and is labeled "ELLFoun-IS". The third card is titled "Social Studies Instructional Videos" and is labeled "SIVideo-SS". The fourth card is titled "Science Instructional Videos" and is labeled "SIVideo-SC". All cards include the text "Region 20 (015-950): Texas Education Service Center".

Texas Gateway



txgateway@tea.texas.gov



[@txgateway](https://twitter.com/txgateway)



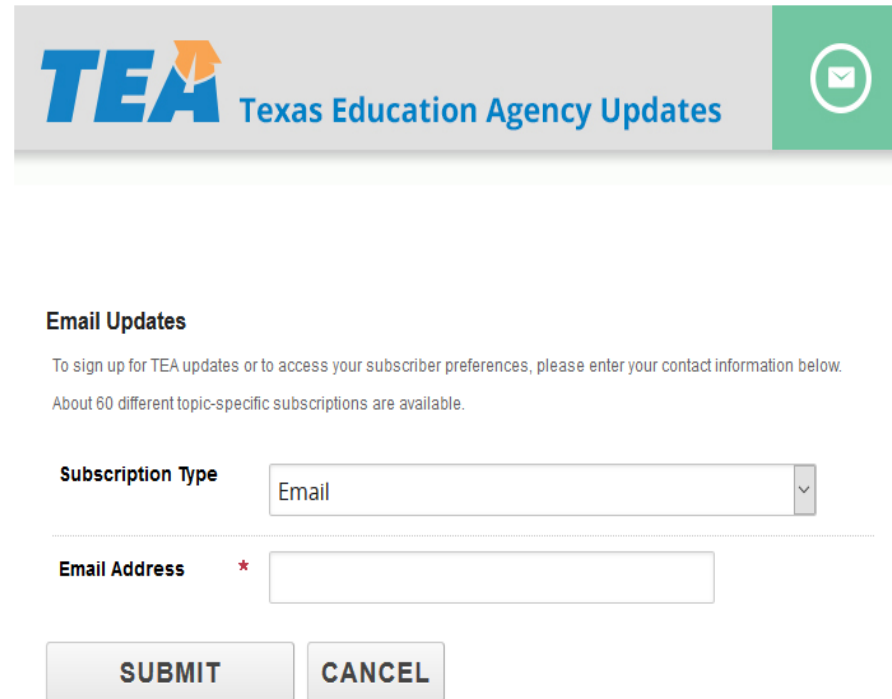
public.govdelivery.com/accounts/TXTEA/subscriber/new

- Digital Learning
- Texas Gateway



TEA UPDATES

Electronic Updates – TEA Listserv Bulletins



The screenshot shows the TEA Texas Education Agency Updates subscription form. At the top left is the TEA logo and the text "Texas Education Agency Updates". To the right is a green button with a white envelope icon. Below this is the heading "Email Updates" and a sub-heading "To sign up for TEA updates or to access your subscriber preferences, please enter your contact information below. About 60 different topic-specific subscriptions are available." The form includes a "Subscription Type" dropdown menu with "Email" selected, an "Email Address" input field with a red asterisk indicating it is required, and two buttons: "SUBMIT" and "CANCEL".

Join TEA listserv bulletins for updates and announcements.

<https://public.govdelivery.com/accounts/TXTEA/subscriber/new>

Topic-Specific Listserv Bulletins*

- AP/IB
- Bilingual/ESL Education
- Charter School Administrators
- Counselors in Schools
- Discipline and Student Code of Conduct
- Early Childhood Education
- English Language Arts-Reading
- Gifted/Talented Education
- Instructional Materials
- Languages Other Than English
- Performance Reporting
- Review and Adoption
- Rules
- SBEC Rules
- To the Administrator Addressed

*Additional topic-specific subscriptions available on the subscriber preferences page



About TEA



Academics



Finance & Grants



Reports & Data



Student Testing & Accountability



Texas Educators



Texas Schools

Student Art

Life on Earth

Clifford Garner

Manor ISD

Student artwork is on display on the 1st floor of the Wm. B. Travis state office building in Austin, Texas.

[SEE MORE ARTWORK](#)



Student Art

Hurricane Harvey Help

New STAAR Student Report

The Latest TEA News

The latest news from the Texas Education Agency is available through [news releases](#), [online correspondence](#), [mailing lists](#), and other posted information.

Student Testing & Accountability



New STAAR Report Card

The new [STAAR report card](#) and website provide parental resources to help your child succeed academically.

La [nueva tarjeta de calificaciones](#) y el sitio web de STAAR proporcionan recursos para ayudar a su niño a triunfar académicamente.

Texas Educators



Ten Named Finalists for PAEMST

Ten Texas teachers have been named finalists for the 2017 [Presidential Awards for Excellence in Mathematics and Science Teaching \(PAEMST\)](#).

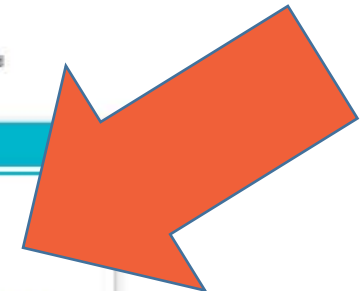
Texas Schools



Hurricane Harvey Resources

A central [resources and support](#) page providing important information for districts and campuses regarding Hurricane Harvey.

An [information and resource](#) page is now available for parents regarding Hurricane Harvey.



Parent Resources

Below are resources available to parents.



Administrator Resources

Below are resources for school administrators.





Contact Us

(512) 463-9581

Chelaine Marion

Director, English Language Arts and Reading

chelaine.marion@tea.texas.gov

Karin Miller

English Language Arts and Reading Coordinator

karin.miller@tea.texas.gov