

# Review of the English Language Arts and Reading TEKS

July, 2015

*During this initial review my focus has been on grades K – 4.*

- 1. Does each grade level or course follow a complete and logical development of English language arts and reading concepts?**

*The TEKS are NOT in developmental order. For example:*

*Kindergarten b (1) A – G*

*(2) A – I*

*All areas should be reviewed and the expectations put in developmental order. Currently I can not figure out the order of the sub-divisions of the TEKS.*

- 2. Have the correct vocabulary and terminology been used throughout the TEKS?**

*No. For example Grade 1 (6)(C)...determine what words mean from how they are used in a sentence...why not use the term ‘using context clues’... This is common vocabulary for teachers. Also Grade 2 (11)...have literal and non-literal meanings...why not use the term ‘figurative language.’ This is just 2 basic examples where I think different, familiar vocabulary could be used.*

- 3. Is the level of rigor appropriate for each grade level?**

*Without specific expectations this question can not be answered.*

- 4. Are the student expectations clear and specific?**

*The expectations are about non-existent. For many TEKS there is no delineation from one grade level to the next.*

*For example Grade 1(3)(b)(3)(C) Use common syllabication patterns to decode words including...*

*Grade 2 (3)(b)(2)(B) Gives the exact same directive as does*

*Grade 3 (3)(b)(1)(B). There should be some direction on how teaching the 6 syllable types differ from one grade level to the next.*

*The same goes for the Parts of Speech. They are the same throughout the younger grades but begin to become more defined in the 4<sup>th</sup> grade. In fact, there are more defined expectations across the board beginning in the 4<sup>th</sup> grade.*

*A good example of specific teaching goals is*

*Grade 3 (4 ) Reading / Vocabulary development*

**5. Are the TEKS aligned horizontally and vertically?**

*There is no alignment, especially in areas discussed in #4 that are the exact same from one grade level to the next.*

**6. Can all student expectation reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment?**

*I think this a question we should take to the teachers in the field who have to do it every day.*

**7. Are there student expectations that can be eliminated in order to streamline the standards?**

*The comprehension piece is very cumbersome in the lower grades with few specific student expectations. This entire area should be rewritten using familiar vocabulary and specific student expectations in a more concise, yet direct way.*

**8. Are there specific areas that need to be updated to reflect current research?**

*I am sure with research readily changing the face of our field.*

**9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?**

*I am unfamiliar with these standards as they relate to TEKS but I will work to become more familiar with them in the future.*

**10. Do you have any other suggestions for ways in which the English language arts and reading TEKS can be improved?**

*I feel it is imperative to align the TEKS in developmental order as discussed in #1, also use more familiar vocabulary and terminology as discussed in #4 and give more direct student expectations according to grade level.*

*Thank you, Karen Avrit.*