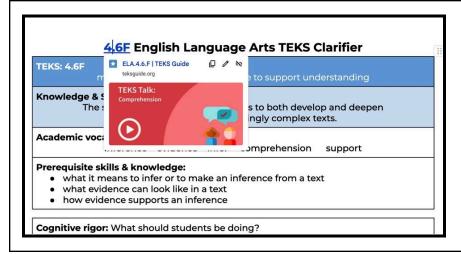**TEKS Clarifiers** are documents created to support teachers, PLCs, instructional coaches, curriculum writers, & administrators when unpacking the RLA state standards. They can be used in many ways and for different purposes, but hopefully they streamline the standards-clarity discussions that are important for both lesson design and data driven instruction.
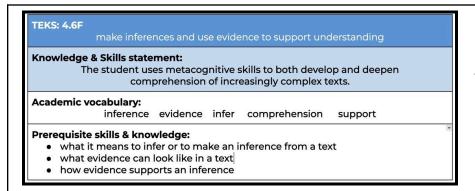
A few notes:

- When I created the first batch of these, I was working in a district that was a High Reliability Schools (HRS) district.
  - Our curriculum team also completed the Texas ASCD Curriculum Leadership course.
  - The language in these documents reflects the learning we had around the Curriculum Management Audit Standards.
- Please make your own copies of these and revise away! Change the language and formatting to fit your team and your district initiatives.
- I continuously update these with the latest assessment items and resources, so sharing the links to my original documents will give you the most updated versions.
- I create new ones all the time, and I am currently working on making them for every standard that has been tested /since the STAAR redesign.

4.6F English Language Arts TEKS Clarifier

TEKS: 4.6F
make inferences and use evidence to support understanding

Knowledge & Skills statement:
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Academic vocabulary:
inference   evidence   infer   comprehension   support

Prerequisite skills & knowledge:
- what it means to infer or to make an inference from a text
- what evidence can look like in a text
- how evidence supports an inference

Cognitive rigor: What should students be doing?
(verb from the TEKS & the thinking level of that verb)   Verbs
make: to cause to exist or occur   **synthesis**
use: to put into action or service   **application**

Content & Context: What is it that the students will (insert verb from TEKS) and **how** (context) will they do it?
Students will make inferences by using evidence in a text to support their understanding of the message of the text.

What will mastery look like for this objective?   (formal formative assessment)
Students will be able to:
- Recognize and analyze word choices of the author
- Make a conclusion based on those word choices
- Identify the evidence that supports the conclusion/inference made from a text
- Communicate the author's overall message from the text based on inferences

Predicted misconceptions:
Students Might:
- Not discern connotative and denotative meanings of words in a text
- Make an incorrect inference from the evidence based on lack of background knowledge or over/under application of knowledge
- Not identify the evidence that supports the inference
- Not understand how the inferences contribute to comprehension of the message

Small-group reteach options & scaffolds:
- A copy of the text with evidence underlined for the inferences
- A copy of the text with the text divided into smaller pieces (chunked)
- Short definitions with images for the vocabulary of the text
- Teacher could model her "think alouds" for the piece

The clarifiers are all 2-3 pages, so be sure to scroll all the way to the end of each document.

4.6F English Language Arts TEKS Clarifier

TEKS: 4.6F

ELA.4.6.F | TEKS Guide
teksguide.org

TEKS Talk:
Comprehension

...e to support understanding

Knowledge & S...
The s... ...s to both develop and deepen
...ingly complex texts.

Academic voca...
... ...omprehension support

Prerequisite skills & knowledge:
- what it means to infer or to make an inference from a text
- what evidence can look like in a text
- how evidence supports an inference

Cognitive rigor: What should students be doing?

On the K-8th clarifiers, the TEKS in the title are hyperlinked to the the corresponding Texas Gateway TEKS Guide for that standard. This resource is provided by TEA.

TEKS: 4.6F

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Knowledge & Skills statement:
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Academic vocabulary:
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Prerequisite skills & knowledge:
- what it means to infer or to make an inference from a text
- what evidence can look like in a text
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The top blue section contains the **student expectation** (SE) and begins with the verb. Think of each of these starting with "the student is expected to".

The paler blue box includes the **Knowledge & Skills** statement from the [TEKS rule text](). This broad statement explains the overall goal for the strand, or "what do we want students to be able to do". It is always a good idea to look at this overall goal to ensure that the learning tasks you choose or create will help students achieve this goal.

Academic vocabulary is the language from the TEKS (or the knowledge and skills statement) that the teacher and the student will use during the learning. Because all strands of the 2017 RLA TEKS include "listening, speaking, reading, writing, & thinking", this vocabulary needs to be used in all of these modalities throughout all lessons for the standard. TEA includes this [glossary]() in all of their TEKS Guides.

Prerequisite skills and knowledge are things that the student should know before starting this standard. When possible, I also include vertical views in this section, so that teachers can see what the grade level below did with the precursor to the standard. This section is helpful for planning for Tier 2 instruction because when students need support accessing a grade-level standard, it is often due to an unlearned prerequisite skill.

Cognitive rigor: What should students be doing?
(verb from the TEKS & the thinking level of that verb)   Verbs
make: to cause to exist or occur   **synthesis**
use: to put into action or service   **application**

Content & Context: **What** is it that the students will (insert verb from TEKS) and **how** (context) will they do it?
Students will make inferences by using evidence in a text and explaining their inference to a partner.

What will mastery look like for this objective?   (formal formative assessment)
Students will be able to:
- Recognize and analyze word choices of the author
- Make a conclusion based on those word choices
- Identify the evidence that supports the conclusion/inference made from a text
- Communicate the author's overall message from the text based on inferences

Cognitive rigor is the level of thinking that the student must do with this standard. The verb or verbs is then defined and the Blooms Taxonomy level of thinking is noted after. The "Verbs" document linked is the full list of all of the verbs from the RLA TEKS, alphabetically.

Content & context is what the students will learn and how they will do it. This should be specific to one skill and the context should be a grade-level appropriate task. Detailing the language domain is often part of context (ie. writing, speaking, listening, or reading.)

What will mastery look like for this objective? is just that. These are the different specific things students will need to do to demonstrate mastery of this standard. With TEKS that have multiple verbs, expect there to be multiple bullets in this section. This section should help teachers and teams create common formative assessments. Being able to give students feedback on **all** of the necessary learning points of the standard is key for a formative assessment.

Predicted misconceptions:
Students Might:
- Not discern connotative and denotative meanings of words in a text
- Make an incorrect inference from the evidence based on lack of background knowledge or over/under application of knowledge
- Not identify the evidence that supports the inference
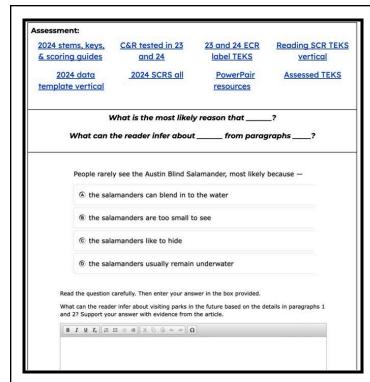- Not understand how the inferences contribute to comprehension of the message

Small-group reteach options & scaffolds:
- A copy of the text with evidence underlined for the inferences
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- Reading How it's Tested Lessons, Inference routines

Predicted misconceptions is the things you might expect some students to not understand. This list is not exhaustive (you know your students best,) but hopefully these bullets start the conversation around what you have noticed when students struggle with this concept.

Small-group reteach options & scaffolds is where I put suggestions for things to do when students don't get the concept after your first direct teach. When I have things, I also link in stations, lessons, and resources here.

Assessment:

What is the most likely reason that _____?

What can the reader infer about _____ from paragraphs _____?

People rarely see the Austin Blind Salamander, most likely because —

Ⓐ the salamanders can blend in to the water

Ⓑ the salamanders are too small to see

Ⓒ the salamanders like to hide

Ⓓ the salamanders usually remain underwater

Read the question carefully. Then enter your answer in the box provided.

What can the reader infer about visiting parks in the future based on the details in paragraphs 1 and 2? Support your answer with evidence from the article.

Assessment is the section where I link analysis resources related to the TEKS or the strand, as well as include STAAR question stems and screenshots of the questions from the test. I am working to update all of these to only include 2023 & 2024 assessment items and beyond, but that is an ongoing project.