NEW ELAR/ SLAR TEKS ONE-PAGER FOR ADMINISTRATORS

The New Strands! ★ *different from current strands,* ***not a re-alignment or streamlining***	**Foundational Skills** ★ *K-5 emphasis on* ***phonics & phonological awareness*** ★ *K-12 sustained,* ***self-selected,*** *independent reading*	**Comprehension** ★ *replaces & enhances current* ***Fig. 19***	**Response** ★ *pairs with Comprehension strand to make learning &* ***thinking visible***
Multiple Genres ★ *increasingly complex* ***diverse****, classic, contemporary, traditional, & multimodal texts*	**Author's Purpose & Craft** ★ *analysis of mentor texts to then apply in own writing,* ***integrated*** *reading & writing*	**Composition** ★ *conventions taught authentically* ***within the writing process*** *in the editing step (not in isolation)*	**Inquiry & Research** ★ ***short-term*** *and longer research tasks,* ***incorporated throughout*** *genre work*

New ELAR/SLAR TEKS Considerations for Administrators	
Reading & writing must be taught together in an interconnected and recursive way.	*How will the master schedule and teaching assignments be affected?*
Teachers will design lessons for students to have opportunities to listen, speak, read, write, and think daily.	*What will you look for during walk-throughs and observations?*
The new standards have new strands with new skills to be taught.	*What training, supports, and resources will your teachers need to be able to implement them?*
New instructional materials (textbooks and online portals) will be coming with the implementation.	*What training, supports, and resources will your teachers and students need to get the most benefit from the new materials?*

T-TESS Domains & Dimensions	new TEKS
PLANNING **1.1 Standards & Alignment** ★ All goals, objectives, activities, materials, and assessments aligned to standards ★ Lesson cycle logically sequenced with time for lesson, student work, reflection, and closure	★ Thorough unpacking of the new TEKS and the philosophy behind them ★ Explicit reading/writing connections ★ Use of the Workshop model as a structure for the lesson cycle
1.4 Activities ★ Instructional groups based on needs of students ★ Activities, resources, and technology aligned to standards, appropriate for ability levels, actively engage students	★ Frequent formative checks using Response SEs to inform groupings ★ Student tasks reflect the increasing rigor and intent of the standard(s)
INSTRUCTION **2.2 Content Knowledge & Expertise** ★ Conveys a depth of content knowledge and connections to other disciplines/ real world ★ Provides opportunities for different types of thinking	★ Listening, speaking, reading, writing, & thinking are included in every strand ★ Opportunities for cross-curricular connections are embedded
2.3 Communication ★ Supports student-directed learning by balancing wait time, questioning and student response	★ Response strand SEs ★ Emphasis on academic oracy
2.4 Differentiation ★ Provides differentiated methods and content to support all learners	★ Different scaffolds and accommodations provided for ELs and Special Ed students ★ Increasingly complex texts based on each student's personal reading level & interests
LEARNING ENVIRONMENT **3.3 Classroom Culture** ★ Students engaged in relevant, meaningful learning ★ Teacher adjusts lessons based on students' interests and abilities	★ Self-selected, sustained independent reading ★ Authentic reading and writing tasks ★ Teacher read-alouds
PROFESSIONAL PRACTICES & RESPONSIBILITIES **4.3 Professional development** ★ Actively and collaboratively participates in all professional development activities	★ New TEKS trainings for all teachers ★ Instructional materials trainings ★ Curriculum (re)design days