

2020-2021 Southwest ISD

Elementary ELAR

To boldly go where no district
has gone before.





Change is the essential
process of all existence.
- Spock



OBJECTIVES

- *Purpose of Alignment*
- *Structure of the TEKS*
- *Planning Protocol*

A Focus on Alignment



Process Standards - The process standards are skills that describe ways in which students are expected to engage with the content.

Knowledge and Skills - The Knowledge and Skills statement gives you the big idea or concept that has to be understood.

Student Expectation - The student expectation tells you exactly what you need to know, how much you have to understand something and how you are going to show how well you know it

Three Parts of the Math TEKS

7 Strands of the ELAR TEKS

Strand 1 : Developing and sustaining foundational language skills.

Strand 2: Comprehension

Strand 3: Response

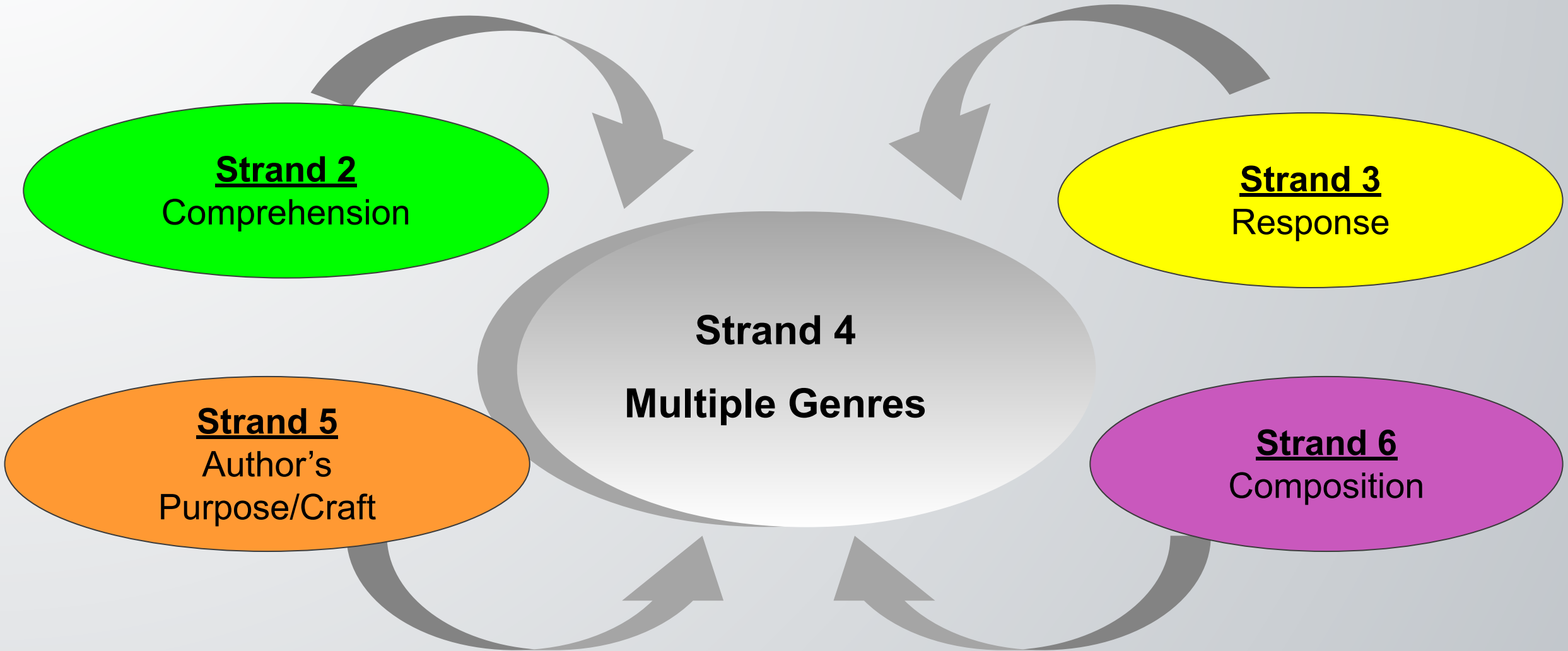
Strand 4: Multiple Genres

Strand 5: Author's Purpose & Craft

Strand 6: Composition

Strand 7: Inquiry and Research

Shifting our Thinking....

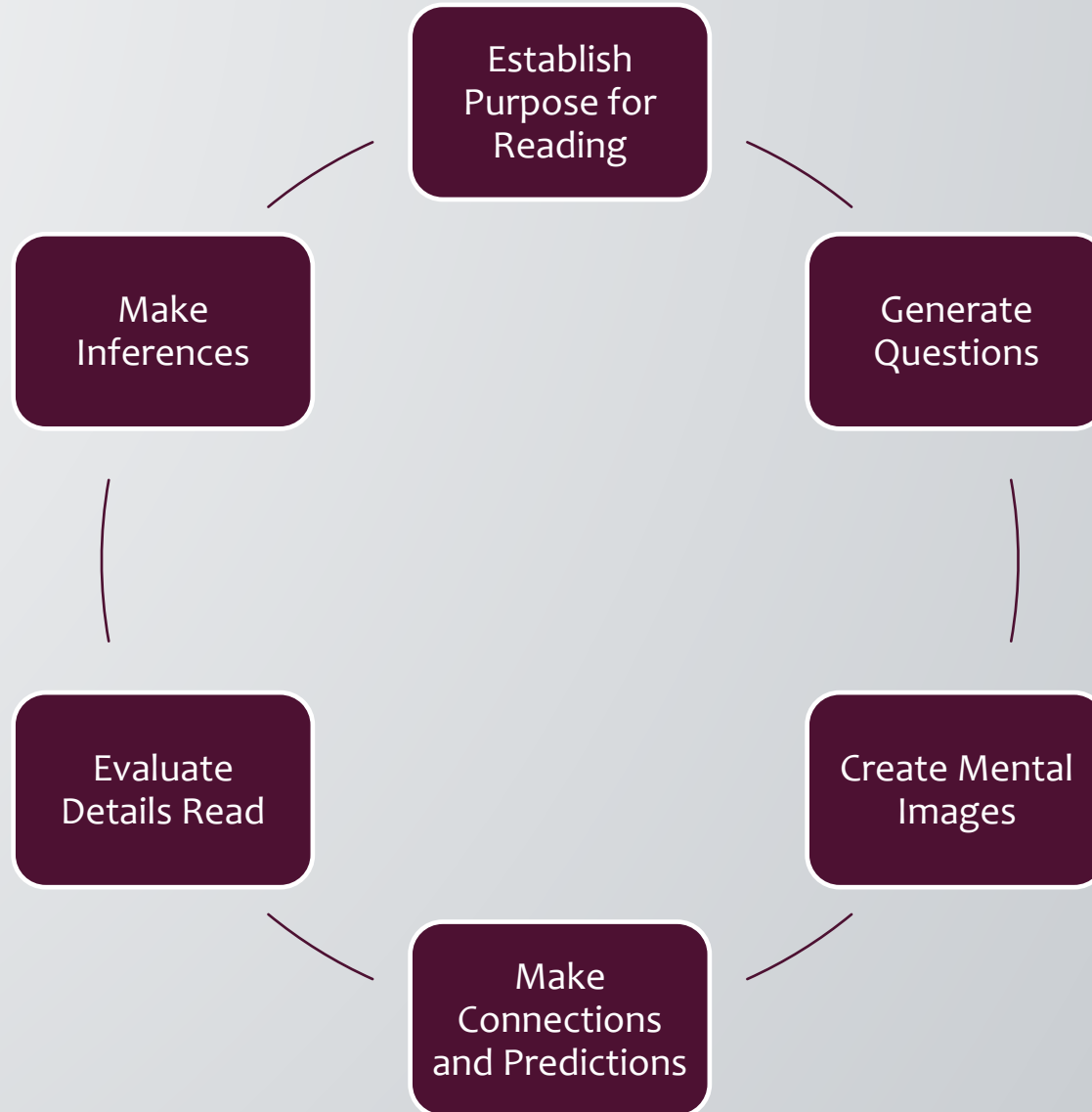


GENRES

Genre	Grade Levels/Courses
Literary Text	
Children's Literature (fiction)	Kindergarten-Grade 5
Fiction	Grades 6-12
Poetry	All grade levels and courses (K-12)
Drama	All grade levels and courses (K-12)
Informational text	All grade levels and courses (K-12)
Persuasive text	Kindergarten-Grade 2
Argumentative Text	Grades 3-12
Multimodal and digital texts	All grade levels and courses (K-12)

Strand 2: Comprehension Skills

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



“With Adult Assistance”

Strand 2: Comprehension Skills

What does “With Adult Assistance” look like?

- Model thinking
- Demonstrating
- Asking relevant questions
- Giving assistance
- Giving directions
- Providing information
- Acknowledging
- Encouraging
- Providing Special Feedback

Horizontal Alignment

Student Expectations are **IDENTICAL** for the following strands:

- Strand 2: Comprehension Skills
- Strand 3: Response Skills
- Strand 4: Multiple Genres
- Strand 5: Author's Purpose and Craft
- Strand 7: Inquiry and Research

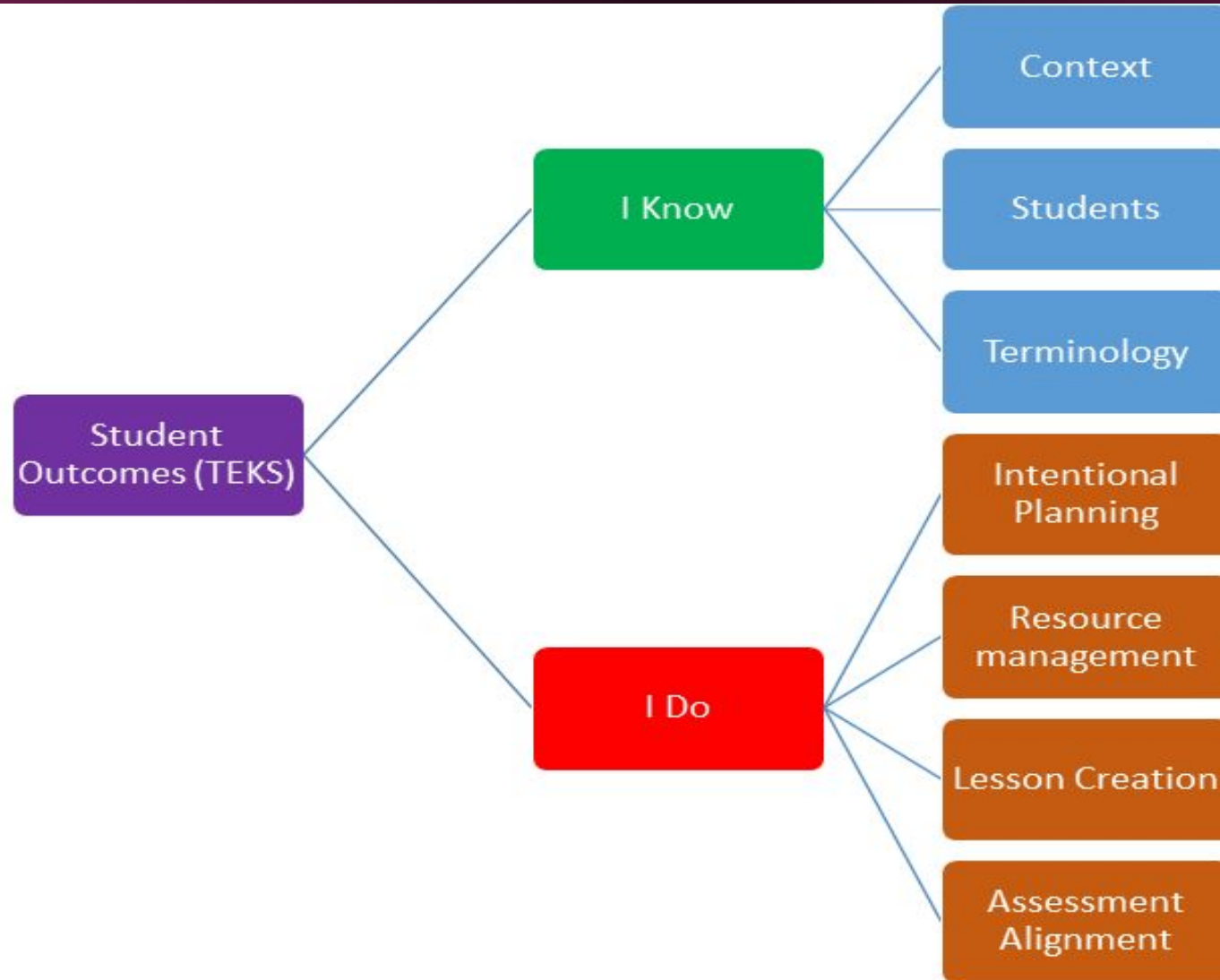
Student Expectations are **ALMOST IDENTICAL** for the following strands:

- Strand 1: Foundational Skills
- Strand 6: Composition--Writing Process

Making Time: Integrated Reading/Writing across Strands

- ★ Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.
- ★ Writing assigned across the curriculum also helps students prepare for the day-in and day-out communicative tasks they'll face on the job, no matter what the job is

Teacher Expectations



SWISD Planning Protocol

Big Ideas (What are students learning?)

- Frame the unit by looking at unit overview, misconceptions, and performance assessment/evidence of learning assessments. Be prepared to complete the following stem: "Students will study _____ to learn _____."
- Map out the calendar of the unit by ordering the PAs/EOLs and spacing them out over the allotted number of days in the unit.
 - Leave time for the exam and a cushion for review/reteach of troublesome concepts.

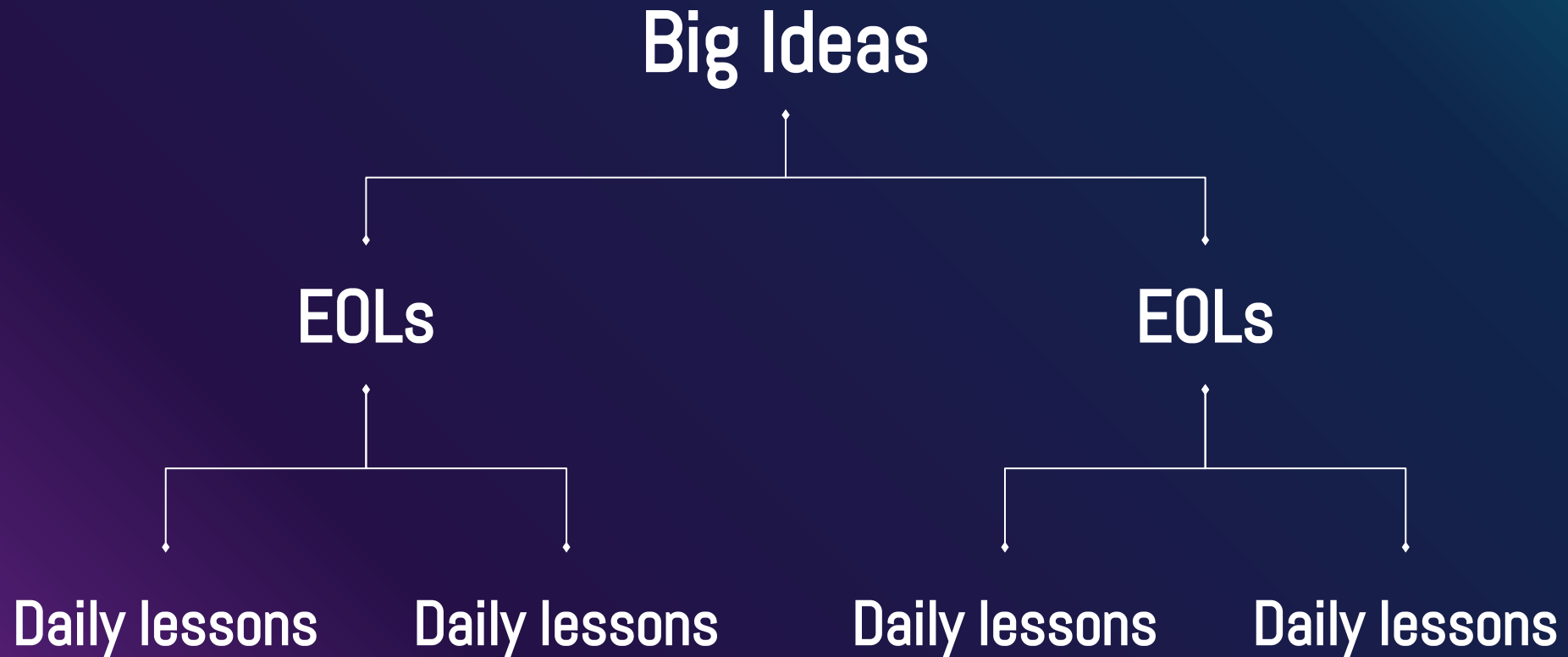
Instructional Implications (How will they learn it?)

- Begin by working out the 1st PA/EOL, and breakdown all the skills students might need to perform that assessment. (What are the TEKS that are included?)
- Use that breakdown to plan objectives and daily assessments (using released questions) and checks for understanding for the lessons leading up to the performance of the assessment.
- Investigate TEKS specificity (three parts of the TEKS)
- Plan the activities for the days leading up to the first PA/EOL. Think about...
 - What does historical and current data suggest about students' potential mastery of the concepts/skills?
 - How will you model?
 - How will you build academic vocabulary?
 - How will students practice?
 - How will you check for understanding throughout lessons?
 - Is there a small group component, and if so, what will that look like?

Ongoing (Monitoring & Adjusting)

- Have a plan for:
 - What will you do to recover learning when students don't get it?
 - What will you do to extend learning when they do?
- Collect daily assessments, review with teaching partners, and adjust impending lessons to address gaps in learning. (What were students to learn? How do we know if they did? What will we do to intervene for those who didn't? And to extend for those who did?)

Backwards Design Planning



NEW TEKS TERMINOLOGY

STRAND



(9) 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:

SUB-STRAND




(9) 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:

NEW TEKS TERMINOLOGY

KNOWLEDGE AND SKILLS STATEMENT

(9) 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:



STUDENT EXPECTATION

- (D) recognize characteristics and structures of informational text, including:
- (i) the central idea with supporting evidence;
 - (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
 - (iii) organizational patterns such as cause and effect and problem and solution;

NEW TEKS TERMINOLOGY

BREAKOUTS

- (6) **Multiple Genres: listening, speaking, reading, writing, and thinking using multiple texts - genres.** The student uses metacognitive skills to develop and deepen comprehension of increasingly complex texts. The student is expected to:

(D) Recognize characteristics and structures of informational text, including:

- (i) the central idea with supporting evidence
- (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized to support understanding; and
- (iii) organizational patterns such as cause and effect and problem and solution;

Breakouts

- Recognize characteristics of informational text, including the central idea with supporting evidence
- Recognize characteristics of informational text, including features to support understanding
- Recognize characteristics of informational text, including organizational patterns
- Recognize structures of informational text, including the central idea with supporting evidence
- Recognize structures of informational text, including features to support understanding
- Recognize structures of informational text, including organizational patterns

Planning Out the Unit

Strand 2

(Listening Comprehension)

"The Elephant's Child"

T22-T23

-Opportunity for T to model graphic organizer in EOL #1

Strand 3

(Anthology) "Little Rabbit: A Tale from India" W/ partner/small group retell the story

Strand 4

"Snail and Frog Race" TE
T38-T39

Strand 6:

Use sentence stem:
This is an example of a folktale because it (was/were)...

Strand 5:

Discuss Literary elements and author's craft. Use text evidence to identify elements of folktales in EOL #1



Pondering
questions/concerns?