ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b) – Elementary
Figure: 19 TAC §110.17(b) – Middle School
Figure: 19 TAC §110.30(b) – High School
Figure: 19 TAC §128.30(b) – ESOL I–II
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:

(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);

(B) ask and respond to questions about text;

<table>
<thead>
<tr>
<th>Kindergarten</th>
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<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
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</tr>
</thead>
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<td>(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);</td>
<td>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</td>
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<td>(B) ask and respond to questions about text;</td>
<td>(B) ask literal questions of text;</td>
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<td>(B) ask literal, interpretive, and evaluative questions of text;</td>
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<td>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);</td>
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<td>(D) make inferences based on the cover, title, illustrations, and plot;</td>
<td>(D) make inferences about text and use textual evidence to support understanding;</td>
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<td>(E) retell or act out important events in stories; and</td>
<td>(E) retell or act out important events in stories in logical order; and</td>
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<td>(E) summarize information in text, maintaining meaning and logical order; and</td>
<td>(E) summarize information in text, maintaining meaning and logical order; and</td>
<td>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</td>
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<td>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</td>
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<td>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</td>
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<td>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</td>
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**Sixth Grade** *(§110.18 English Language Arts and Reading)*

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:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
(B) ask literal, interpretive, evaluative, and universal questions of text;
(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);
(D) make inferences about text and use textual evidence to support understanding;
(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

**Seventh Grade** *(§110.19 English Language Arts and Reading)*

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:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
(B) ask literal, interpretive, evaluative, and universal questions of text;
(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
(D) make complex inferences about text and use textual evidence to support understanding;
(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

**Eighth Grade** *(§110.20 English Language Arts and Reading)*

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:

(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
(B) ask literal, interpretive, evaluative, and universal questions of text;
(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
(D) make complex inferences about text and use textual evidence to support understanding;
(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.
**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:

(A) **reflect on understanding to monitor comprehension** (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) **make complex inferences about text and use textual evidence to support understanding.**

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<tr>
<th><strong>English I</strong></th>
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(A) **reflect on understanding to monitor comprehension** (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) **make complex inferences about text and use textual evidence to support understanding.**

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(A) **reflect on understanding to monitor comprehension** (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) **make complex inferences about text and use textual evidence to support understanding.**

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(A) **reflect on understanding to monitor comprehension** (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

(B) **make complex inferences about text and use textual evidence to support understanding.**

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(B) **make complex inferences about text and use textual evidence to support understanding.**

(B) **make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.**
| **English I for Speakers of Other Languages**  
(§128.31. English I for Speakers of Other Languages) | **English II for Speakers of Other Languages**  
(§128.32. English II for Speakers of Other Languages) |
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