

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.48. College Readiness and Study Skills (One-Half Credit)	
(a) Introduction		
<p>(1) High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) The essential knowledge and skills as well as the student expectations for College Readiness and Study Skills, an elective course, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:	(A) read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media	(i) read self-selected texts from varied sources
(1) The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:	(A) read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media	(ii) read assigned texts from varied sources

Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:	(B) read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing	(i) read for various purposes
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, viewing, listening, and discussion	(i) expand vocabulary through wide reading
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, viewing, listening, and discussion	(ii) expand vocabulary through viewing
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, viewing, listening, and discussion	(iii) expand vocabulary through listening
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary through wide reading, viewing, listening, and discussion	(iv) expand vocabulary through discussion
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) apply knowledge of affixes and roots to comprehend	(i) apply knowledge of affixes to comprehend
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) apply knowledge of affixes and roots to comprehend	(ii) apply knowledge of roots to comprehend
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) investigate word origins to understand meanings, derivations, and spellings	(i) investigate word origins to understand meanings

Knowledge and Skills Statement	Student Expectation	Breakout
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) investigate word origins to understand meanings, derivations, and spellings	(ii) investigate word origins to understand derivations
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) investigate word origins to understand meanings, derivations, and spellings	(iii) investigate word origins to understand spellings
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(D) distinguish between the connotative and denotative meanings and interpret the connotative power of words	(i) distinguish between the connotative and denotative meanings of words
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(D) distinguish between the connotative and denotative meanings and interpret the connotative power of words	(ii) interpret the connotative power of words
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(E) use reference material to determine precise meaning and usage such as glossary, dictionary, thesaurus, and available technology	(i) use reference material to determine precise meaning
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(E) use reference material to determine precise meaning and usage such as glossary, dictionary, thesaurus, and available technology	(ii) use reference material to determine usage
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(F) use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary	(i) use context to determine meanings of words
(2) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:	(F) use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary	(ii) use context to determine meanings of phrases

Knowledge and Skills Statement	Student Expectation	Breakout
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(A) use self-monitoring reading strategies to make modifications when understanding breaks down	(i) use self-monitoring reading strategies to make modifications when understanding breaks down
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(B) activate and draw upon prior knowledge and experience	(i) activate prior knowledge
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(B) activate and draw upon prior knowledge and experience	(ii) activate prior experience
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(B) activate and draw upon prior knowledge and experience	(iii) draw upon prior knowledge
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(B) activate and draw upon prior knowledge and experience	(iv) draw upon prior experience
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(C) establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems	(i) establish purposes for reading
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(D) construct images based on text descriptions	(i) construct images based on text descriptions
(3) The student comprehends texts using a variety of strategies. The student is expected to:	(E) create graphic organizers to represent textual information	(i) create graphic organizers to represent textual information
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(A) analyze audience, purpose, and message of text	(i) analyze audience of text
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(A) analyze audience, purpose, and message of text	(ii) analyze purpose of text

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(A) analyze audience, purpose, and message of text	(iii) analyze message of text
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(B) evaluate the credibility and relevance of information sources	(i) evaluate the credibility of information sources
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(B) evaluate the credibility and relevance of information sources	(ii) evaluate the relevance of information sources
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(C) evaluate the author's motivation, stance, or position and its effect on the validity of the text	(i) evaluate the author's motivation, stance, or position
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(C) evaluate the author's motivation, stance, or position and its effect on the validity of the text	(ii) evaluate the effect [of author's motivation, stance, or position] on the validity of the text
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(D) analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences	(i) analyze aspects of texts for their effect on audiences
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(E) identify explicit and implicit textual information in text	(i) identify explicit textual information in text
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(E) identify explicit and implicit textual information in text	(ii) identify implicit textual information in text
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(F) support complex inferences with text evidence and experience	(i) support complex inferences with text evidence
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(F) support complex inferences with text evidence and experience	(ii) support complex inferences with experience

Knowledge and Skills Statement	Student Expectation	Breakout
(4) The student reads critically to evaluate texts and the authority of sources. The student is expected to:	(G) recognize persuasive techniques in texts such as bandwagon, glittering generalities, and testimonials	(i) recognize persuasive techniques in texts
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(A) use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions	(i) use effective reading strategies to recall material from text
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(B) summarize information from text such as outlines, study guides, annotating, and two-columned note taking	(i) summarize information from text
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(C) use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information	(i) use text features to form an overview of informational texts
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(C) use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information	(ii) use text features to determine where to locate information
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(C) use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information	(iii) use graphics to form an overview of informational texts
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(C) use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information	(iv) use graphics to determine where to locate information
(5) The student uses study strategies to learn from a variety of texts. The student is expected to:	(D) use effective test-taking strategies for different types of tests	(i) use effective test-taking strategies for different types of tests

Knowledge and Skills Statement	Student Expectation	Breakout
(6) The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts	(i) respond to literary texts through various modes of communication
(6) The student expresses and supports responses to various types of texts. The student is expected to:	(A) respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts	(ii) respond to informational texts through various modes of communication
(6) The student expresses and supports responses to various types of texts. The student is expected to:	(B) formulate and defend a position with support synthesized from multiple texts	(i) formulate a position with support synthesized from multiple texts
(6) The student expresses and supports responses to various types of texts. The student is expected to:	(B) formulate and defend a position with support synthesized from multiple texts	(ii) defend a position with support synthesized from multiple texts
(6) The student expresses and supports responses to various types of texts. The student is expected to:	(C) evaluate personal responses to reading for evidence of growth	(i) evaluate personal responses to reading for evidence of growth