

<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	§110.47. Reading I, II, III (One-Half to Three Credits)	
(a) Introduction		
<p>(1) Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.</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 Reading I, II, III, elective courses, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) The student uses a variety of word recognition strategies. The student is expected to:	(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	(i) apply knowledge of letter-sound correspondences to recognize words
(1) The student uses a variety of word recognition strategies. The student is expected to:	(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	(ii) apply knowledge of language structure to recognize words

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(1) The student uses a variety of word recognition strategies. The student is expected to:	(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	(iii) apply knowledge of context to recognize words
(1) The student uses a variety of word recognition strategies. The student is expected to:	(B) use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words	(i) use reference guides to determine pronunciations of unfamiliar words
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary by reading, viewing, listening, and discussing	(i) expand vocabulary by reading
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary by reading, viewing, listening, and discussing	(ii) expand vocabulary by viewing
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary by reading, viewing, listening, and discussing	(iii) expand vocabulary by listening
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(A) expand vocabulary by reading, viewing, listening, and discussing	(iv) expand vocabulary by discussing
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies	(i) determine word meanings through the study of their relationships to other words
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(B) determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies	(ii) determine word meanings through the study of their relationships to other concepts

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(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(C) recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations	(i) recognize the implied meanings of words
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(D) apply the knowledge of roots, affixes, and word origins to infer meanings	(i) apply the knowledge of roots to infer meanings
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(D) apply the knowledge of roots, affixes, and word origins to infer meanings	(ii) apply the knowledge of affixes to infer meanings
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(D) apply the knowledge of roots, affixes, and word origins to infer meanings	(iii) apply the knowledge of word origins to infer meanings
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(E) use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases	(i) use available reference guides to determine or confirm the meanings of new words
(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	(E) use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases	(ii) use available reference guides to determine or confirm the meanings of new phrases
(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(A) read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions	(i) read functional texts to complete real-world tasks
(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(B) read to complete academic tasks	(i) read to complete academic tasks

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(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(C) read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions	(i) read using test-taking skills
(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(D) read to gain content/background knowledge as well as insight about oneself, others, or the world	(i) read to gain content/background knowledge
(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(D) read to gain content/background knowledge as well as insight about oneself, others, or the world	(ii) read to gain insight about oneself, others, or the world
(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	(E) read for enjoyment	(i) read for enjoyment
(4) The student comprehends texts using effective strategies. The student is expected to:	(A) use prior knowledge and experience to comprehend	(i) use prior knowledge to comprehend
(4) The student comprehends texts using effective strategies. The student is expected to:	(A) use prior knowledge and experience to comprehend	(ii) use prior experience to comprehend
(4) The student comprehends texts using effective strategies. The student is expected to:	(B) determine and adjust purpose for reading	(i) determine purpose for reading

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(4) The student comprehends texts using effective strategies. The student is expected to:	(B) determine and adjust purpose for reading	(ii) adjust purpose for reading
(4) The student comprehends texts using effective strategies. The student is expected to:	(C) self-monitor reading and adjust when confusion occurs by using appropriate strategies	(i) self-monitor reading
(4) The student comprehends texts using effective strategies. The student is expected to:	(C) self-monitor reading and adjust when confusion occurs by using appropriate strategies	(ii) adjust when confusion occurs by using appropriate strategies
(4) The student comprehends texts using effective strategies. The student is expected to:	(D) summarize texts by identifying main ideas and relevant details	(i) summarize texts by identifying main ideas
(4) The student comprehends texts using effective strategies. The student is expected to:	(D) summarize texts by identifying main ideas and relevant details	(ii) summarize texts by identifying relevant details
(4) The student comprehends texts using effective strategies. The student is expected to:	(E) construct visual images based on text descriptions	(i) construct visual images based on text descriptions
(4) The student comprehends texts using effective strategies. The student is expected to:	(F) use study skills such as previewing, highlighting, annotating, note taking, and outlining	(i) use study skills
(4) The student comprehends texts using effective strategies. The student is expected to:	(G) use questioning to enhance comprehension before, during, and after reading	(i) use questioning to enhance comprehension before reading
(4) The student comprehends texts using effective strategies. The student is expected to:	(G) use questioning to enhance comprehension before, during, and after reading	(ii) use questioning to enhance comprehension during reading

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(4) The student comprehends texts using effective strategies. The student is expected to:	(G) use questioning to enhance comprehension before, during, and after reading	(iii) use questioning to enhance comprehension after reading
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(A) find similarities and differences across texts such as explanations, points of view, or themes	(i) find similarities across texts
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(A) find similarities and differences across texts such as explanations, points of view, or themes	(ii) find differences across texts
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(B) identify explicit and implicit meanings of texts	(i) identify explicit meanings of texts
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(B) identify explicit and implicit meanings of texts	(ii) identify implicit meanings of texts
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(C) support inferences with text evidence and experience	(i) support inferences with text evidence
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(C) support inferences with text evidence and experience	(ii) support inferences with experience
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence	(i) analyze text to draw conclusions supported by text evidence

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(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence	(ii) analyze text to state generalizations supported by text evidence
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence	(iii) analyze text to make predictions supported by text evidence
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(E) distinguish facts from simple assertions and opinions	(i) distinguish facts from simple assertions
(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	(E) distinguish facts from simple assertions and opinions	(ii) distinguish facts from opinions
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(i) identify the audience of the text
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(ii) identify the purpose of the text
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(iii) identify the message of the text
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(iv) analyze the audience of the text
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(v) analyze the purpose of the text
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(A) identify and analyze the audience, purpose, and message of the text	(vi) analyze the message of the text

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(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(B) evaluate the credibility and relevance of informational sources	(i) evaluate the credibility of informational sources
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(B) evaluate the credibility and relevance of informational sources	(ii) evaluate the relevance of informational sources
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(C) analyze the presentation of information and the strength of quality of the evidence used by the author	(i) analyze the presentation of information
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(C) analyze the presentation of information and the strength of quality of the evidence used by the author	(ii) analyze the strength of quality of the evidence used by the author
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(D) 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
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	(D) evaluate the author's motivation, stance, or position and its effect on the validity of the text	(ii) evaluate the author's motivation, stance, or position's effect on the validity of the text
(7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:	(A) read silently or orally such as paired reading or literature circles for sustained periods of time	(i) read silently or orally for sustained periods of time
(7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:	(B) adjust reading rate based on purposes for reading	(i) adjust reading rate based on purposes for reading
(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(A) respond actively to texts in both aesthetic and critical ways	(i) respond actively to texts in aesthetic ways
(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(A) respond actively to texts in both aesthetic and critical ways	(ii) respond actively to texts in critical ways
(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(B) respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation	(i) respond to text in multiple ways

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(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(C) support responses with prior knowledge and experience	(i) support responses with prior knowledge
(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(C) support responses with prior knowledge and experience	(ii) support responses with prior experience
(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:	(D) support responses with explicit textual information	(i) support responses with explicit textual information
(9) The student reads and responds to informational texts. The student is expected to:	(A) generate relevant and interesting questions	(i) generate relevant questions
(9) The student reads and responds to informational texts. The student is expected to:	(A) generate relevant and interesting questions	(ii) generate interesting questions
(9) The student reads and responds to informational texts. The student is expected to:	(B) use text features and graphics to form an overview to determine where to locate information	(i) use text features to form an overview to determine where to locate information
(9) The student reads and responds to informational texts. The student is expected to:	(B) use text features and graphics to form an overview to determine where to locate information	(ii) use graphics to form an overview to determine where to locate information
(9) The student reads and responds to informational texts. The student is expected to:	(C) analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution	(i) analyze the use of common expository text structures
(9) The student reads and responds to informational texts. The student is expected to:	(D) organize and record new information in systematic ways such as outlines, charts, and graphic organizers	(i) organize new information in systematic ways
(9) The student reads and responds to informational texts. The student is expected to:	(D) organize and record new information in systematic ways such as outlines, charts, and graphic organizers	(ii) record new information in systematic ways
(9) The student reads and responds to informational texts. The student is expected to:	(E) communicate information gained from reading	(i) communicate information gained from reading

Knowledge and Skills Statement	Student Expectation	Breakout
(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:	(A) compare text events with personal and other readers' experiences	(i) compare text events with personal experiences
(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:	(A) compare text events with personal and other readers' experiences	(ii) compare text events with other readers' experiences
(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize literary themes and connections that cross cultures	(i) recognize literary themes that cross cultures
(10) The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:	(B) recognize literary themes and connections that cross cultures	(ii) recognize literary connections that cross cultures