

<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		

Knowledge and Skills Statement	Student Expectation	Breakout
(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:		

Knowledge and Skills Statement	Student Expectation	Breakout
(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,	

Knowledge and Skills Statement	Student Expectation	Breakout
(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:		



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Knowledge and Skills Statement	Student Expectation	Breakout
(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