These course documents have been combined and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

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§110.47. Reading I, II, III (One-Half to Three Credits).

(a) Introduction.

(1) Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields. 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.

(2) 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.

(b) Knowledge and skills.

(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; and

(B) use reference guides (e.g., the keys and entry information in dictionaries, glossaries, and other sources including available technology) to determine pronunciations and meanings 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;
determine word meanings through the study of their relationships to other words and concepts (e.g. content, synonyms, antonyms and analogies)

recognize the implied meanings of words (e.g. idiomatic expressions, homonyms, puns, and connotations)

apply the knowledge of roots, affixes, and word origins, to infer meanings; and

use available reference guides (e.g. dictionary, glossary, thesaurus, and available technology) to determine confirm the meanings of new words and phrases.

3) The student reads for different a variety of purposes with multiple sources, both narrative and expository in varied sources. The student is expected to:

(A) read functional texts to complete real-world tasks a task, (e.g. job applications, recipes, and product assembly instructions) to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and

(B) read to complete academic tasks sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.

(C) read using test-taking skills (e.g. highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions)

(D) Read to gain content/background knowledge as well as insight about oneself, others, or the world

(E) Read for enjoyment

4) The student comprehends selections texts using a variety of effective strategies. The student is expected to:

(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;

(A) use prior knowledge and previous experience to comprehend;

(B) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;
(C) self-monitor his/her own reading and adjust when confusion occurs by using appropriate strategies understanding breaks down such as by rereading, using resources, and questioning.

[D] find similarities and differences across texts such as explanations, points of view, or themes.

[D] summarize texts by identifying main ideas and relevant details.

[E] construct visual images based on text descriptions;

[F] use study skills (e.g., previewing, highlighting, annotating, note taking, and outlining); and

[F] organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming.

[G] summarize texts by identifying main ideas and relevant details.

[G] use questioning to enhance comprehension before, during, and after reading.

[H] make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience.

[I] analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and

[I] use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.

5 The student draws complex inferences, analyzes, and evaluates information within and across texts of carrying lengths. The student is expected to:

(A) find similarities and differences across texts such as explanations, points of view, or themes.

(B) identify explicit and implicit meanings of texts.
(C) support inferences with text evidence and experience

(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and

(E) distinguish facts from simple assertions and 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 to analyze the characteristics of well-constructed text;

(B) evaluate the credibility and relevance of informational sources and their appropriateness for assigned and self-selected topics;

(C) analyze the presentation of information and the strength of quality of the evidence used by the author;

(D) describe how a writer's evaluation of the author's motivation, stance, or position and its effect on the validity of the text may affect text credibility, structure, or tone;

(E) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

(F) apply modes of reasoning such as induction and deduction to think critically, and

(G) recognize logical and illogical arguments in text.

The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

(A) read silently or orally (e.g. paired reading or literature circles) for sustained periods of time;

(B) read orally at a rate that enables comprehension.

Comment [A29]: Aligns with the CCRS
Comment [A30]: Aligns with the ELAR TEKS
Comment [A31]: Previously TEK 8; Revised for clarity and priority
Comment [A32]: Updates language to match the CCRS
Comment [A33]: Clarified to make more concise
Comment [A34]: New TEK is aligned to the CCRS and built on 8D
Comment [A35]: Revised and updated 8C
Comment [A36]: Revised and updated to create 6D
Comment [A37]: Eliminated to reflect ELAR TEKS and CCRS; skills are embedded in other SEs at a higher level
Comment [A38]: Previously TEK 2 because of priority and emphasis in the classroom and aligns to fluency TEKS in ELAR
Comment [A39]: Combined with 7A
The student formulates and supports responses to a wide variety of various types of texts. The student is expected to:

(A) respond actively to texts in both aesthetic, inquisitively, and critical, ways;

(B) respond to text in multiple ways (e.g. through discussion, journal writing, performance, visual/symbolic representation; and

(C) support responses with prior knowledge and experience by adjusting, giving evidence, and clarifying; and

(D) support responses with explicit textual information by adjusting, giving evidence, and clarifying.

The student reads and responds to informational texts to find information on self-selected and assigned topics. The student is expected to:

(A) generate relevant and interesting and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(B) use text features and graphics to form an organizers such as overview to determine where to headings, and graphic features to locate and categorize information;

(C) analyze the use of common expository text structures (e.g. sequence, description, compare/contrast, cause/effect, and problem/solution);

(D) organize and record new information in systematic ways (e.g. such as outlines, notes, charts, and graphic organizers);

(E) communicate information gained from reading; and

(F) use compiled information and knowledge to raise additional unanswered questions.

The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own personal and other readers’ experiences; and

(B) recognize and discuss literary themes and connections that cross cultures.
§110.48. Reading Application College Readiness and Study Skills (One-Half Credit).

(a) Introduction.

(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, Reading Application College Readiness and Study Skills. In this course, students learn techniques for learning from texts including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to literary texts. 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 cross-curricular content texts in preparation for post-secondary schooling. 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.

(2) The essential knowledge and skills as well as the student expectations for Reading Application College Readiness and Study Skills, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student reads widely for different purposes from various sources and cultures. The student is expected to:

[A] read self-selected and assigned texts in such as (e.g. literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda) literary non-fiction, expository, electronic texts, and other media, and

[B] read for various purposes (e.g. to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models) to use in his/her own writing.

(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;

[B] rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.
(B) apply meanings, knowledge of affixes and prefixes, roots, and suffixes to comprehend;

(C) investigate word origins as an aid to understanding meanings, derivations, and spellings;

(D) discriminating distinguish between the connotative and denotative meanings and interpret the connotative power of words;

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage (e.g. such as glossary, dictionary, thesaurus, and available technology); and

(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and

(G) interpret the meaning of analogies in text.

(3) The student comprehends selections using a variety of strategies. The student is expected to:

(A) use self-monitoring reading strategies to make his/her own reading strategies and make modifications when understanding breaks down such as rereading, using resources, and questioning;

(B) activate and draw upon background prior knowledge and experience in order to comprehend;

(C) establish and adjust both immediate and overarching purposes for reading (e.g. such as to find out, to discover, to understand, to interpret, to enjoy, and to solve problems);

(D) construct images based on text descriptions; and

(E) 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 the characteristics of clear text, audience, purpose, and message of text.

(B) evaluate the credibility and relevance of information sources and their appropriateness for various needs.

(C) describe how a writer's motivation, expertise, or stance may affect text credibility, structure, or tone; evaluate the author's motivation, stance, or position and its effect on the validity of the text.

(D) analyze aspects of texts (e.g., such as patterns of organization, organizational patterns, and choice of language diction, format, and tone) for their effect on audiences.

(E) apply modes of reasoning such as induction and deduction to think critically; identify explicit and implicit textual information in text.

(F) support complex inferences with text evidence and experience.

(G) recognize logical and illogical modes of persuasive techniques in texts (e.g., bandwagon, glittering generalities, and testimonials).

5. The student uses study strategies to learn from a variety of texts. The student is expected to:

(A) learn and use effective reading strategies to recall material ideas and concepts from text (e.g., previewing, skimming, scanning, rereading, and asking relevant questions).

(B) recall important information by taking notes or making marginal notations.

(C) summarize information from text through the use of outlines, study guides, or learning logs.

(D) determine important information in test questions by highlighting and underlining.
(B) summarize information from text (e.g. outlines, study guides, annotating, and two-columned note taking)

(C) use text features and graphics (e.g. headings, tables, sidebars, photographs, and captions) to form an overview of informational texts and to determine where to locate information

(E) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretative

(D) utilize effective test-taking strategies for different types of tests; and

(F) produce summaries of texts that include main ideas and their supporting details;

(G) draw inferences and support them with text evidence and experiences;

(H) draw conclusions from text information; and

(I) analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding

(6) The student inquires through reading and researching self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(E) produce research projects and reports in various formats for audiences; and

Comment [A33]: Skills in these TEKS are combined using current language into TEK 5B

Comment [A34]: Aligns to CCRS standards

Comment [A35]: Using concise and current language

Comment [A36]: Skills combined into 5B

Comment [A37]: Moved and combined to TEK 4F; deals with more evaluating text than as a study skill

Comment [A38]: Combined into 4D

Comment [A39]: Because this is a one semester reading course, the formal research paper is omitted and research skills are embedded into other TEKS. Additionally, the new ELAR TEKS cover research.

Comment [A40]: Combined into TEK 5A

Comment [A41]: Because this is a one semester reading course, the formal research paper is omitted and research skills are embedded into other TEKS. Additionally, the new ELAR TEKS cover research.

Comment [A42]: Combined and moved to TEK 5D; was more of a study skill

Comment [A43]: Moved to TEK 3E

Comment [A44]: Because this is a one semester reading course, the formal research paper is omitted and research skills are embedded into other TEKS. Additionally, the new ELAR TEKS cover research.
(E) draw relevant questions for further study from the research findings or conclusions.

\[ F \] 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 outlets (e.g., discussions, further reading, presentations, journals, written responses, or visual arts), oral interpretations, or enactments;

(B) respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology;

(C) negotiate, clarify, and defend responses in large and small discussion groups;

(B) formulate and defend a position with support synthesized from multiple texts;

(D) compare reviews of literature, film, and live performance with his/her own responses; and

(C) evaluate his/her own personal responses to reading for evidence of growth in insight, clarity, and support.

Comment [A45]: Combined into TEK 5A
Comment [A46]: Reordered due to omission of previous TEK
Comment [A47]: Combined TEKS to make more concise and to follow current language
Comment [A48]: Language has been updated to reflect CCRS standards
Comment [A49]: Appears in ELAR TEKS
Comment [A50]: Concise and current language