

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

Reading

Prepared by the State Board of Education TEKS Review Committees

November 4, 2009

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.~~

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 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. For high school students whose first language is not English, the student's 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 confirm 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;

Comment [A1]: Language was updated to match CCRS, new ELAR TEKS, and current language and skills.

Comment [A2]: Matching language of middle school reading elective TEKS and clarifies the TE for "word recognition"; additionally makes language more concise and current

Comment [A3]: Moved from TEK 2 because of the priority of skills; some TEKS were reworded for clarity or to align to CCRS standards

(B) determine word meanings through the study of their relationships to other words and concepts (e.g. content, synonyms, antonyms and analogies)	Comment [A4]: From College and Career Readiness Standards (CCRS)
(C) recognize the implied meanings of words (e.g. idiomatic expressions, homonyms, puns, and connotations)	Comment [A5]: New TEK; expanded and clarified TE
(D) apply the knowledge of roots, affixes, and word origins, to infer meanings; and	Comment [A6]: From CCRS
(E) use available reference guides (e.g. dictionary, glossary, thesaurus, and available technology) to determine confirm the meanings of new words and phrases.	Comment [A7]: To maintain constancy of language and terminology
(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:	Comment [A8]:
	Comment [A9]: Clarifies Student expectation and aligns to new ELAR TEKS and CCRS
(A) read <u>functional texts</u> to complete <u>real-world tasks</u> 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	Comment [A10]: Update language to reflect the real world reading skills of the 21 st century
(B) read <u>to complete academic tasks</u> sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.	Comment [A11]: Making language concise
(C) read using test-taking skills (e.g. highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions)	Comment [A12]: Moved and clarified from 5J
(D) Read to gain <u>content/background knowledge as well as insight about oneself, others, or the world</u>	Comment [A13]: Added per email instructions from the team
	Comment [A14]: To align to CCRS standards
(E) Read for enjoyment	
(4) The student comprehends selections texts using a variety of effective strategies. The student is expected to:	Comment [A15]: Moved from TEK 5 because of the priority of skills; some TEKS were reworded for clarity or to align to CCRS standards
(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;	Comment [A16]: Has been prioritized to TEK 4C
(A) use <u>prior knowledge</u> and previous experience to comprehend;	Comment [A17]: Updating language
(B) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Comment [A18]: Reordered and clarified

(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;	Comment [A19]: Moved to TEK 5A since it better matches the skills of drawing conclusions than working with basic comprehension
<u>(D) summarize texts by identifying main ideas and relevant details</u>	Comment [A20]: Previously 4G
(E) construct visual images based on text descriptions;	
<u>(F) use study skills (e.g. previewing, highlighting, annotating, note taking, and outlining); and</u>	Comment [A21]: Combined from previous TEKS
(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;	Comment [A22]: Combined with another TEK
(G) summarize texts by identifying main ideas and relevant details;	Comment [A23]: Prioritized to 4D
<u>(G) use questioning to enhance comprehension before, during and after reading</u>	Comment [A24]: New TEKS; aligns to both middle school reading TEKS and the CCRS
(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	Comment [A25]: Because of the complexity of the skills, these become a new TEK and the subsequent SEs
(J) 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.	Comment [A26]: Moved to 3C
<u>(5) The student draws complex inferences, analyzes, and evaluates information within and across texts of carrying lengths. The student is expected to:</u>	Comment [A27]: Because of the complexity of these skills, these previous SEs become a new TEK. This reflects the order of difficulty of the reading process as well as the studies of Benjamin Bloom and Lev Vygotsky.
<u>(A) find similarities and differences across texts such as explanations, points of view, or themes;</u>	Comment [A28]: Previous SE
<u>(B) identify explicit and implicit meanings of texts</u>	

(C) support inferences with text evidence and experience	
(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and	Comment [A29]: Aligns with the CCRS
(E) distinguish facts from simple assertions and opinions	Comment [A30]: Aligns with the ELAR TEKS
(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	Comment [A31]: Previously TEK 8; Revised for clarity and priority
(A) identify and analyze the audience, purpose, and message of the text analyze the characteristics of well-constructed text;	Comment [A32]: Updates language to match the CCRS
(B) evaluate the credibility and relevance of informational sources and their appropriateness for assigned and self-selected topics;	Comment [A33]: Clarified to make more concise
(C) analyze the presentation of information and the strength of quality of the evidence used by the author	Comment [A34]: New TEK is aligned to the CCRS and built on 8D
(D) describe how a writer's evaluate the author's motivation, stance, or position and its effect on the validity of the text may affect text credibility, structure, or tone;	Comment [A35]: Revised and updated 8C
(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;	Comment [A36]: Revised and updated to create 6D
(E) apply modes of reasoning such as induction and deduction to think critically; and	
(F) recognize logical and illogical arguments in text	Comment [A37]: Eliminated to reflect ELAR TEKS and CCRS; skills are embedded in other SEs at a higher level
(7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:	Comment [A38]: Previously TEK 2 because of priority and emphasis in the classroom and aligns to fluency TEKS in ELAR
(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 [A39]: Combined with 7A

- (C) adjust reading rate based on ~~according to~~ purposes for reading.
- (8) 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
- (9) 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;~~
- (10) The student reads to increase knowledge of ~~his/her~~ one's 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.

Comment [A40]: Previously TEK 6; requires a building of skills and complexity

Comment [A41]: Clarity

Comment [A42]: Clarity

Comment [A43]: Aligns wording to TEKS

Comment [A44]: New TEK; from CCRS

Comment [A45]: Previously TEK 7; clarified wording to match ELAR TEKS and to reflect the emphasis on reading instead of research for this course

Comment [A46]: Reflects the emphasis on reading instead of research for this course

Comment [A47]: Reordered; Updates language and makes more precise

Comment [A48]: Previously 5I; aligns with ELAR TEKS

Comment [A49]: Reflects the emphasis on reading instead of research for this course

Comment [A50]: Previously TEK 9; clarified wording

§110.48. ~~Reading Application~~ College Readiness and Study Skills (One-Half Credit).

Comment [A1]: To align with the state College and Career Readiness Standards (CCRS), 2009

(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.

Comment [A2]: New title of course

Comment [A3]: Redundant

Comment [A4]: Course should focus on a multi-genre approach including non-fiction

Comment [A5]: Redundant

(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.

Comment [A6]: Change in title of course

(b) Knowledge and skills.

(1) The student reads widely for ~~different a variety of~~ purposes ~~from-varied~~ numerous sources and cultures. The student is expected to:

Comment [A7]: Made language more consistent with CCRS and the updated ELAR TEKS

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

Comment [A8]: Made language more concise and consistent with the CCRS and the updated ELAR TEKS

(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 for~~ writing.

Comment [A9]: Concise and consistent language

(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;

Comment [A10]: To align to new ELAR TEKS

~~(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;~~

Comment [A11]: Elements in this SE are moved to section F of the TEK to prioritize the elements of vocabulary acquisition in accordance with current research. (See Janet Allen, *Words, Words Words*)

- (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) ~~discriminative 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~~
- (F) ~~rely on~~ utilize context to determine meanings of words and phrases (e.g. ~~such as~~ figurative language, ~~idioms, multiple meaning words,~~ idiomatic expressions, homonyms, and technical vocabulary);
- (G) ~~interpret the meaning of analogies in texts;~~
- (3) The student comprehends ~~selections~~ texts 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:

Comment [A12]: Reordered this and subsequent letters

Comment [A13]: Made language more concise and consistent with the CCRS and the updated ELAR TEKS

Comment [A14]: Concise language

Comment [A15]: Made language more concise and consistent with the CCRS and the updated ELAR TEKS

Comment [A16]: Elements in this SE are moved to section D of the TEK to prioritize the elements of vocabulary acquisition in accordance with current research.

Comment [A17]: Formerly TEK 2B; language was updated for conciseness and consistency

Comment [A18]: Analogies are explicitly covered in the ELAR TEKS as well as implied in the 2D TEK.

Comment [A19]: Consistent language

Comment [A20]: Conciseness of language

Comment [A21]: Updated and concise language

Comment [A22]: Concise language

Comment [A23]: Previously used in TEK 6D; Reflects current research including Judy Richardson's *Reading to Learn in the Content Areas* and others

- (A) analyze ~~the characteristics of clear text~~ audience, purpose, and message of text;
- Comment [A24]:** Clarification the term “characteristics” and uses language from the CCRS
- (B) evaluate the credibility and relevance of information sources and their appropriateness for various needs;
- Comment [A25]:** Concise and current language
- (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;
- Comment [A26]:** Concise and current language to match CCRS
- (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;
- Comment [A27]:** Clarifying the “aspects of texts” and making language consistent with the new ELAR TEKS
- (E) ~~apply modes of reasoning such as induction and deduction to think critically;~~ identify explicit and implicit textual information in text
- Comment [A28]:** Directly from CCRS
- (F) support complex inferences with text evidence and experience
- Comment [A29]:** From 5G; deals with more evaluating text than as a study skill
- (G) recognize ~~logical and illogical modes of~~ persuasive techniques in texts (e.g. ~~bandwagon, glittering generalities, and testimonials~~).
- Comment [A30]:** Clarification
- (5) The student uses study strategies to learn from a variety of texts. The student is expected to:
- Comment [A31]:** Students should be accessing information across from a wide variety texts; aligns to the goals of CCRS
- (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);
- Comment [A32]:** Concise and current language
- (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-column note taking)	Comment [A33]: Skills in these TEKS are combined using current language into TEK 5B
(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	Comment [A34]: Aligns to CCRS standards
(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	Comment [A35]: Using concise and current language
(F) produce summaries of texts that include main ideas and their supporting details;	Comment [A36]: Skills combined into 5B
(G) draw inferences and support them with text evidence and experiences;	
(H) draw conclusions from text information; and	Comment [A37]: Moved and combined to TEK 4F; deals with more evaluating text than as a study skill
(I) analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.	Comment [A38]: Combined into 4D
(6) The student inquires through reading and researching self-selected and assigned topics. The student is expected to:	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.
(A) generate relevant, interesting, and researchable questions;	Comment [A40]: Combined into TEK 5A
(B) locate appropriate print and non-print information using text and technical resources, including databases;	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.
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Comment [A42]: Combined and moved to TEK 5D, was more of a study skill
(D) organize and record new information in systematic ways such as notes, charts, and graphic organizers;	Comment [A43]: Moved to TEK 3E
(E) produce research projects and reports in various formats for audiences; and	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.

~~(F) draw relevant questions for further study from the research findings or conclusions;~~

Comment [A45]: Combined into TEK 5A

(6) The student expresses and supports responses to various types of texts. The student is expected to:

Comment [A46]: Reordered due to omission of previous TEK

(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;~~

Comment [A47]: Combined TEKS to make more concise and to follow current language

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

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

Comment [A48]: Language has been updated to reflect CCRS standards

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

Comment [A49]: Appears in ELAR TEKS

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

Comment [A50]: Concise and current language