



ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b) – Elementary

Figure: 19 TAC §110.17(b) – Middle School

Figure: 19 TAC §110.30(b) – High School

Figure: 19 TAC §128.30(b) – ESOL I–II

Comprehension Skills in
Figure 19 for Grades K–5

Comprehension Skills in
Figure 19 for Grades 6–8

Comprehension Skills in Figure
19 for Courses Eng. I–IV

Comprehension Skills in
Figure 19 for ESOL I–II

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten <i>(§110.11 English Language Arts and Reading)</i>	First Grade <i>(§110.12 English Language Arts and Reading)</i>	Second Grade <i>(§110.13 English Language Arts and Reading)</i>	Third Grade <i>(§110.14 English Language Arts and Reading)</i>	Fourth Grade <i>(§110.15 English Language Arts and Reading)</i>	Fifth Grade <i>(§110.16 English Language Arts and Reading)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §110.10(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten <i>(§110.11 English Language Arts and Reading)</i>	First Grade <i>(§110.12 English Language Arts and Reading)</i>	Second Grade <i>(§110.13 English Language Arts and Reading)</i>	Third Grade <i>(§110.14 English Language Arts and Reading)</i>	Fourth Grade <i>(§110.15 English Language Arts and Reading)</i>	Fifth Grade <i>(§110.16 English Language Arts and Reading)</i>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>

Figure: 19 TAC §110.17(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter B. Middle School
 Reading/Comprehension Skills §110.18 - §110.20

Sixth Grade <i>(§110.18 English Language Arts and Reading)</i>	Seventh Grade <i>(§110.19 English Language Arts and Reading)</i>	Eighth Grade <i>(§110.20 English Language Arts and Reading)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text; (C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images); (D) make complex inferences about text and use textual evidence to support understanding; (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and (F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

Figure: 19 TAC §110.30(b)

19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter C. High School
 Reading/Comprehension Skills §110.31 - §110.34

<p style="text-align: center;">English I (§110.31 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;">English II (§110.32 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;">English III (§110.33 <i>English Language Arts and Reading</i>)</p>	<p style="text-align: center;">English IV (§110.34 <i>English Language Arts and Reading</i>)</p>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

Figure: 19 TAC §128.30(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter C. High School
 Reading/Comprehension Skills §128.31 - §128.32

English I for Speakers of Other Languages <i>(§128.31. English I for Speakers of Other Languages)</i>	English II for Speakers of Other Languages <i>(§128.32. English II for Speakers of Other Languages)</i>
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding. 	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <ul style="list-style-type: none"> (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.