

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 Figure: 19 TAC §110.10(b)**

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>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>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>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>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>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>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p>	<p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p>	<p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>	<p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>	<p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>
<p>(B) ask and respond to questions about text;</p>	<p>(B) ask literal questions of text;</p>	<p>(B) ask literal questions of text;</p>	<p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>(B) ask literal, interpretive, and evaluative questions of text;</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 Figure: 19 TAC §110.10(b)**

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