

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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(B) determine word meanings through the study of relationships to other words and concepts (e.g. content, synonyms, antonyms and analogies)

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

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

(E) 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 varied sources. The student is expected to:

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

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

(C) read using text-taking skills (e.g. highlighting, annotating, previewing

(C) self-monitor reading and adjust when confusion occurs by using appropriate strategies

~~(D) find similarities and differences across texts such as explanations, points of view, or theme~~

(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, skimming~~

~~(G) summarize texts by identifying main ideas and relevant c~~

~~_____~~

~~(H) _____~~

(C) adjust reading rate ~~based on~~ according to purpose for reading.

(8) The student formulates and supports responses ~~to a~~ to a variety of texts. The student is expected to:

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

(B) respond to texts in multiple ways (e.g.,

§110.48. ~~College Readiness~~ and Study Skills (OneHalf Credit).

(a) Introduction.

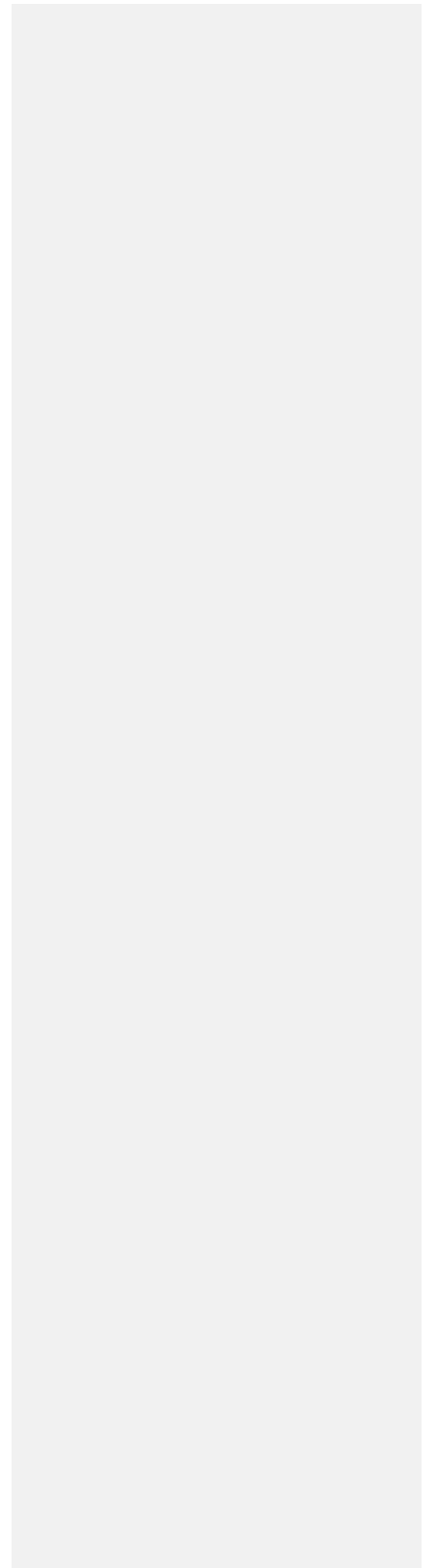
(1) High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course, ~~_____~~ C6(n)]TJ 1470.502 304!92(y)30g-4(d)w 9.2.890the stu23 270.9CN 0.092 w (s)- 7.7 0

(B) apply knowledge of affixes and roots, roots,
to comprehend;

(C) investigate word origins to understand meanings,
derivations, and spellings;

(D) discriminatively distinguish

(A) 



(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 text questions such as multiple-choice, open-ended, literal, and interpretati

(F) produce summaries of texts that include ideas and the

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

(6) 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)

(B) respond to informational reading through varied and appropriate modes such as writing

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