

Evaluations of Texas Essential Knowledge and Skills							Panelists Names:			
Subject	Chapter 110. English Language Arts and Reading						# Brkout	122		
Subchapter	Subchapter A. Elementary						# Brk Addr	0		
Course	§110.14 Reading, Grade 3						# Brk Not Addr	0		
Publisher							# Stu Exps	45		
Program Title							# Stu Exps Addr	0		
ISBN/ID							% Stu Exp Addr	Please, fill in all blanks.		
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(a) Introduction.										
<p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p>										
<p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>										
<p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>										
<p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>										
<p>(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>										
<p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.</p>										

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(4) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.										

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(b) Knowledge and Skills.											
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:	(1) decode multisyllabic words in context by applying common spelling patterns including:	(i) dropping the final "e" and add endings such as -ing, -ed, or -able	>>>>>	5						
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:	(1) decode multisyllabic words in context by applying common spelling patterns including:	(ii) doubling final consonants when adding an ending	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:	(1) decode multisyllabic words in context by applying common spelling patterns including:	(iv) (1) using knowledge of common prefixes	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(B) use common syllabication patterns to decode words including:	(1) use common syllabication patterns to decode words including:	(ii) open syllable (CV)	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(B) use common syllabication patterns to decode words including:	(1) use common syllabication patterns to decode words including:	(iv) r-controlled vowels	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(B) use common syllabication patterns to decode words including:	(1) use common syllabication patterns to decode words including:	(v) (2) vowel diphthongs	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);	(1) decode words applying knowledge of common spelling patterns	>>>>>	>>>>>	5						
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(D) identify and read contractions (e.g., I'd, won't); and	(1) identify contractions	>>>>>	>>>>>	5						

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	(E) monitor accuracy in decoding.	(1) monitor accuracy in decoding	>>>>>	>>>>>	5						
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;	(1) use ideas to make predictions	>>>>>	>>>>>	5						

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(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	(1) ask relevant questions about stories	>>>>>	>>>>>	5						
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and	(2) ask relevant questions about other texts	>>>>>	>>>>>	5						

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(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	(1) establish purpose for reading selected texts	>>>>>	>>>>>	5						

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(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	(3) monitor comprehension, making adjustments when that understanding breaks down	>>>>>	>>>>>	5						
(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(1) read aloud grade-level appropriate text with fluency	>>>>>	>>>>>	3				NA		

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Course	§110.14 Reading, Grade 3						# Brk Not Addr	0		
Publisher							# Stu Exps	45		
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(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(2) read aloud grade-level appropriate text with comprehension	>>>>>	>>>>>	3				NA	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) identify the meaning of common prefixes (e.g., ing-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	(1) identify the meaning of common prefixes	>>>>>	>>>>>	3					
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) identify the meaning of common prefixes (e.g., ing-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	(2) know how prefixes change the meaning of roots	>>>>>	>>>>>	3					

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) identify the meaning of common prefixes (e.g., ing-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	(3) identify the meaning of common suffixes	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) identify the meaning of common prefixes (e.g., ing-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	(4) know how suffixes change the meaning of roots	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	(1) use context to determine the relevant meaning of unfamiliar words	>>>>>	>>>>>	3						

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	(2) use context to distinguish among multiple meaning words	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	(3) use context to distinguish among homographs	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(1) identify antonyms	>>>>>	>>>>>	3						

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(2) identify synonyms	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(3) identify homographs	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(4) identify homophones	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(5) use antonyms	>>>>>	>>>>>	3						

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(6) use synonyms	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(7) use homographs	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) identify and use antonyms, synonyms, homographs, and homophones;	(8) use homophones	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	(1) identify playful uses of language	>>>>>	>>>>>	3						

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	(2) apply playful uses of language	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(1) alphabetize a series of words to the third letter	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(2) use a dictionary or a glossary to determine the meanings of unknown words	>>>>>	>>>>>	3						

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(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(3) use a dictionary or a glossary to determine the syllabication of unknown words	>>>>>	>>>>>	3						
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(4) use a dictionary or a glossary to determine the pronunciation of unknown words	>>>>>	>>>>>	3						

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(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	(1) paraphrase the themes of fables, legends, myths, or stories	>>>>>	>>>>>	3						

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(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	(2) paraphrase the supporting details of fables, legends, myths, or stories	>>>>>	>>>>>	3						

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(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) compare and contrast the settings in myths and traditional folktales.	(1) compare the settings in myths and traditional folktales	>>>>>	>>>>>	3						

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(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(B) compare and contrast the settings in myths and traditional folktales.	(2) contrast the settings in myths and traditional folktales	>>>>>	>>>>>	3						
(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	(1) describe the characteristics of various forms of poetry	>>>>>	>>>>>	3						

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(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	(2) describe how [the characteristics of various forms of poetry] create imagery	>>>>>	>>>>>	3						
(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:	(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	(1) explain the elements of plot as presented through dialogue in scripts that are read, viewed, written, or performed	>>>>>	>>>>>	3						

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(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to:	(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	(2) explain the elements of character as presented through dialogue in scripts that are read, viewed, written, or performed	>>>>>	>>>>>	3						
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(A) sequence and summarize the plot's main events and explain their influence on future events;	(1) sequence the plot's main events	>>>>>	>>>>>	3						

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(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(A) sequence and summarize the plot's main events and explain their influence on future events;	(2)summarize the plot's main events	>>>>>	>>>>>	3						
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(A) sequence and summarize the plot's main events and explain their influence on future events;	(3) explain [the plot's main events'] influence on future events	>>>>>	>>>>>	3						

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(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(B) describe the interaction of characters including their relationships and the changes they undergo; and	(1) describe the interaction of characters including their relationships	>>>>>	>>>>>	3						
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(B) describe the interaction of characters including their relationships and the changes they undergo; and	(2) describe the interaction of characters including the changes they undergo	>>>>>	>>>>>	3						

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(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(C) identify whether the narrator or speaker of a story is first or third person.	(1) identify whether the narrator of a story is first person	>>>>>	>>>>>	3						
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	(C) identify whether the narrator or speaker of a story is first or third person.	(2) identify whether the narrator of a story is third person	>>>>>	>>>>>	3						

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(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to:	(A) explain the difference in point of view between a biography and autobiography.	(1) explain the difference in point of view between a biography and autobiography	>>>>>	>>>>>	3					
(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	(A) identify language that creates a graphic visual experience and appeals to the senses.	(1) identify language that creates a graphic visual experience	>>>>>	>>>>>	3					

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(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:	(A) identify language that creates a graphic visual experience and appeals to the senses.	(2) identify language that appeals to the senses	>>>>>	>>>>>	3					
(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(1) read independently for a sustained period of time	>>>>>	>>>>>	3					

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(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(2) paraphrase what the reading was about, maintaining meaning	>>>>>	>>>>>	3						
(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(3) paraphrase what the reading was about, maintaining logical order	>>>>>	>>>>>	3						

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(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) identify the topic and locate the author's stated purposes in writing the text.	(1) identify the topic [of the text]	>>>>>	>>>>>	3						

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(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	(A) identify the topic and locate the author's stated purposes in writing the text.	(2) locate the author's stated purposes in writing the text	>>>>>	>>>>>	3					
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(A) identify the details or facts that support the main idea;	(1) identify the details or facts that support the main idea	>>>>>	>>>>>	3					

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(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	(1) draw conclusions from the facts presented in text	>>>>>	>>>>>	3						
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	(2) support those assertions with textual evidence	>>>>>	>>>>>	3						

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(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(C) identify explicit cause and effect relationships among ideas in texts; and	(1) identify explicit cause and effect relationships among ideas in texts	>>>>>	>>>>>	3					
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	(1) use text features to locate information	>>>>>	>>>>>	3					

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(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	(2) make predictions about contents of text	>>>>>	>>>>>	3					
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	(3) verify predictions about contents of text	>>>>>	>>>>>	3					

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(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	(A) identify what the author is trying to persuade the reader to think or do.	(1) identify what the author is trying to persuade the reader to think or do	>>>>>	>>>>>	3						
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow and explain a set of written multi-step directions; and	(1) follow a set of written multi-step directions	>>>>>	>>>>>	3						

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(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(A) follow and explain a set of written multi-step directions; and	(2) explain a set of written multi-step directions	>>>>>	>>>>>	3						
(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(B) locate and use specific information in graphic features of text.	(1) locate specific information in graphic features of text	>>>>>	>>>>>	3						

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(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	(B) locate and use specific information in graphic features of text.	(2) use specific information in graphic features of text	>>>>>	>>>>>	3						
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) understand how communication changes when moving from one genre of media to another;	(1) understand how communication changes when moving from one genre of media to another	>>>>>	>>>>>	3						

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(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and	(1) explain how various design techniques used in media influence the message	>>>>>	>>>>>	3						
(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	(1) compare various written conventions used for digital media	>>>>>	>>>>>	3						

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(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	(1) listen attentively to speakers	>>>>>	>>>>>	3						
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	(2) ask relevant questions	>>>>>	>>>>>	3						

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(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and	(3) make pertinent comments	>>>>>	>>>>>	3						
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(1) follow oral instructions that involve a series of related sequences of action	>>>>>	>>>>>	3						

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(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(2) restate oral instructions that involve a series of related sequences of action	>>>>>	>>>>>	3						
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(3) give oral instructions that involve a series of related sequences of action	>>>>>	>>>>>	3						

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(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	(1) speak coherently about the topic under discussion	>>>>>	>>>>>	3						
(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	(2) speak coherently, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	>>>>>	>>>>>	3						

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(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(1) participate in teacher-led discussions by posing questions with appropriate detail	>>>>>	>>>>>	3						
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(2) participate in teacher-led discussions by answering questions with appropriate detail	>>>>>	>>>>>	3						

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(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(3) participate in teacher-led discussions by providing suggestions that build upon the ideas of others	>>>>>	>>>>>	3						
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(4) participate in student-led discussions by posing questions with appropriate detail	>>>>>	>>>>>	3						

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(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(5) participate in student-led discussions by answering questions with appropriate detail	>>>>>	>>>>>	3						
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(6) participate in student-led discussions by providing suggestions that build upon the ideas of others	>>>>>	>>>>>	3						

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(RC-3) 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:	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(1) establish purposes for reading selected texts based upon own desired outcome to enhance comprehension	>>>>>	>>>>>	3						

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(RC-3) 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:	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(2) establish purposes for reading selected texts based upon others' desired outcome to enhance comprehension	>>>>>	>>>>>	3						

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(RC-3) 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:	(B) ask literal, interpretive, and evaluative questions of text;	(1) ask literal questions of text	>>>>>	>>>>>	3						

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(RC-3) 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:	(B) ask literal, interpretive, and evaluative questions of text;	(2) ask interpretive questions of text	>>>>>	>>>>>	3						

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(RC-3) 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:	(B) ask literal, interpretive, and evaluative questions of text;	(3) ask evaluative questions of text	>>>>>	>>>>>	3						

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(RC-3) 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:	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(1) monitor comprehension	>>>>>	>>>>>	3						

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TEKS (Knowledge and Skills)	Student Expectation	Breakout	Element	Sub-element	#	Component ISBN/ID	Page(s)	Specific location on the page/display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.	
(RC-3) 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:	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(2) adjust comprehension	>>>>>	>>>>>	3						

Evaluations of Texas Essential Knowledge and Skills							Panelists Names:				
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Subchapter	Subchapter A. Elementary						# Brk Addr	0			
Course	§110.14 Reading, Grade 3						# Brk Not Addr	0			
Publisher							# Stu Exps	45			
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Overall Comments											