

| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
|---|---------------------|----------|---|-------------------|---------|---|-----------------------------------|---|--------|
| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | |
| | | | | | | # Brks Remaining | 113 | | |
| | | | | | | % Complete | 0% | | |
| | | | | | | # Stu Exps | 40 | | |
| | | | | | | # Stu Exps Adrs | 0 | | |
| | | | | | | % Stu Exp Adrs | 0.00% | | |
| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (a) Introduction. | | | | | | | | | Intr. |
| (1) Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. | | | | | | | | | Intr. |
| Significant blocks of time are provided for reading both independent and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. | | | | | | | | | Intr. |
| (2) The essential knowledge and skills as well as the student expectations for Reading, an elective course, are described in subsection (b) of this section. | | | | | | | | | Intr. |

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| (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 | (1) apply knowledge of letter-sound correspondences to recognize words | 3 | | | | | | Intr. Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (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 | (2) apply knowledge of language structure to recognize words | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (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 | (3) apply knowledge of context to recognize words | 3 | | | | | | Inc. |
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| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (1) use dictionaries to confirm pronunciations of unfamiliar words | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (2) use dictionaries to confirm meanings of unfamiliar words | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (3) use glossaries to confirm pronunciations of unfamiliar words | 3 | | | | | | Inc. |
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| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (4) use glossaries to confirm meanings of unfamiliar words | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (5) use other sources to confirm pronunciations of unfamiliar words | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (1) The student uses a variety of word recognition strategies. The student is expected to: | (B) use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words. | (6) use other sources to confirm meanings of unfamiliar words | 3 | | | | | | Inc. |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (A) expand vocabulary by reading, viewing, listening, and discussing; | (1) expand vocabulary by reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (A) expand vocabulary by reading, viewing, listening, and discussing; | (2) expand vocabulary by viewing | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (A) expand vocabulary by reading, viewing, listening, and discussing; | (3) expand vocabulary by listening | 3 | | | | | | Inc. |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (A) expand vocabulary by reading, viewing, listening, and discussing; | (4) expand vocabulary by discussing | 3 | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (B) determine word meaning by using context; | (1) determine word meaning by using context | 3 | | | | | | Inc. | |
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| | | | | | | | | | Inc. | |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings; | (1) use spelling to understand meanings | 3 | | | | | | Inc. | |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings; | (2) use prefixes to understand meanings | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings; | (3) use suffixes to understand meanings | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings; | (4) use roots to understand meanings | 3 | | | | | | Inc. |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (C) use spelling, prefixes and suffixes, roots, and word origins to understand meanings; | (5) use word origins to understand meanings | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and | (1) use reference aids to determine meanings | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (D) use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and | (2) use reference aids to determine pronunciations | 3 | | | | | | Inc. |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (1) identify analogies | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (2) identify homonyms | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (3) identify synonyms | 3 | | | | | | Inc. |
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| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (4) identify antonyms | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (5) identify connotation | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (2) The student acquires vocabulary through reading and systematic word study. The student is expected to: | (E) identify analogies, homonyms, synonyms/antonyms, and connotation/denotation. | (6) identify denotation | 3 | | | | | | Inc. |
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| (3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to: | (A) read silently for a variety of purposes with comprehension for sustained periods of time; | (1) read silently for a variety of purposes with comprehension for sustained periods of time | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to: | (B) adjust reading rate based on purposes for reading; and | (1) adjust reading rate based on purposes for reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (3) The student reads with fluency and understanding in increasingly demanding texts. The student is expected to: | (C) read orally at a rate that enables comprehension. | (1) read orally at a rate that enables comprehension | 3 | | | | | | Inc. |
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| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (A) use prior knowledge and experience to comprehend; | (1) use prior knowledge to comprehend | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (A) use prior knowledge and experience to comprehend; | (2) use experience to comprehend | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (B) determine purpose for reading; | (1) determine purpose for reading | 3 | | | | | | Inc. |
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| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning; | (1) self-monitor reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning; | (2) adjust when confusion occurs by rereading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning; | (3) adjust when confusion occurs by using resources | 3 | | | | | | Inc. |
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| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (C) self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning; | (4) adjust when confusion occurs by questioning | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (D) summarize texts by identifying main ideas and relevant details; | (1) summarize texts by identifying main ideas | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (D) summarize texts by identifying main ideas and relevant details; | (2) summarize texts by identifying relevant details | 3 | | | | | | Inc. |
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| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence; | (1) make inferences, supporting them with prior experiences | 3 | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence; | (2) make inferences, supporting them with textual evidence | 3 | | | | | | Inc. | |
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| | | | | | | # Stu Exps | 40 | | |
| | | | | | | # Stu Exps Adrs | 0 | | |
| | | | | | | % Stu Exp Adrs | 0.00% | | |
| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (1) analyze and use narrative text structures | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (2) analyze and use expository text structures, [including] sequence | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (3) analyze and use expository text structures, [including] description | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |

| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
| | | | | | | # Brks Remaining | 113 | | |
| | | | | | | % Complete | 0% | | |
| | | | | | | # Stu Exps | 40 | | |
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| | | | | | | % Stu Exp Adrs | 0.00% | | |
| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (4) analyze and use expository text structures, [including] problem/solution | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (5) analyze and use expository text structures, [including] compare/contrast | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (F) analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect; | (6) analyze and use expository text structures, [including] cause/effect | 3 | | | | | | Inc. |

Evaluations of Texas Essential Knowledge and Skills

**§110.25 READING ELECTIVE, GRADE 8
TEKS-Teacher Components**

**ISBN:
PANELISTS:**

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| # Brkouts | 113 |
| # Brks Remaining | 113 |
| % Complete | 0% |
| # Stu Exps | 40 |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
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| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (G) make connections and find patterns, similarities, and differences across texts; | (1) make connections | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (G) make connections and find patterns, similarities, and differences across texts; | (2) find patterns across texts | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (G) make connections and find patterns, similarities, and differences across texts; | (3) find similarities across texts | 3 | | | | | | Inc. |
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Evaluations of Texas Essential Knowledge and Skills

| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | |
| | | | | | | # Brks Remaining | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (G) make connections and find patterns, similarities, and differences across texts; | (4) find differences across texts | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (H) construct visual images based on text descriptions; | (1) construct visual images based on text descriptions | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (I) determine important ideas from texts and oral presentations; | (1) determine important ideas from texts | 3 | | | | | | Inc. |
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Evaluations of Texas Essential Knowledge and Skills

**§110.25 READING ELECTIVE, GRADE 8
TEKS-Teacher Components**

**ISBN:
PANELISTS:**

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| # Brkout | 113 |
| # Brks Remaining | 113 |
| % Complete | 0% |
| # Stu Exps | 40 |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
|---|--|---|---|-------------------|---------|---|-----------------------------------|---|--------|
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (I) determine important ideas from texts and oral presentations; | (2) determine important ideas from oral presentations | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (J) manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and | (1) manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (K) use questioning to enhance comprehension before, during, and after reading. | (1) use questioning to enhance comprehension before reading | 3 | | | | | | Inc. |
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Evaluations of Texas Essential Knowledge and Skills

| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (K) use questioning to enhance comprehension before, during, and after reading. | (2) use questioning to enhance comprehension during reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (4) The student comprehends selections using a variety of strategies. The student is expected to: | (K) use questioning to enhance comprehension before, during, and after reading. | (3) use questioning to enhance comprehension after reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (A) generate relevant, interesting, and researchable questions; | (1) generate relevant questions | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (A) generate relevant, interesting, and researchable questions; | (2) generate interesting questions | 3 | | | | | | Inc. |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkout | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (A) generate relevant, interesting, and researchable questions; | (3) generate researchable questions | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (B) locate appropriate print and non-print information using text and technical resources; | (1) locate appropriate print information using text resources | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (B) locate appropriate print and non-print information using text and technical resources; | (2) locate appropriate print information using technical resources | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (B) locate appropriate print and non-print information using text and technical resources; | (3) locate appropriate non-print information using technical resources | 3 | | | | | | Inc. |
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Evaluations of Texas Essential Knowledge and Skills

| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkout | 113 | | |
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| ISBN: PANELISTS: | | | | | | # Brks Remaining | 113 | | |
| | | | | | | % Complete | 0% | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (1) organize new information in systematic ways to develop notes | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (2) organize new information in systematic ways to develop charts | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (3) organize new information in systematic ways to develop graphic organizers | 3 | | | | | | Inc. |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | | |
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| | | | | | | % Complete | 0% | | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER | |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (4) record new information in systematic ways to develop notes | 3 | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (5) record new information in systematic ways to develop charts | 3 | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (C) organize and record new information in systematic ways to develop notes, charts, and graphic organizers; | (6) record new information in systematic ways to develop graphic organizers | 3 | | | | | | Inc. | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkout | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (D) communicate information gained from reading; | (1) communicate information gained from reading | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (E) use compiled information and knowledge to raise additional unanswered questions; and | (1) use compiled information to raise additional unanswered questions | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (E) use compiled information and knowledge to raise additional unanswered questions; and | (2) use knowledge to raise additional unanswered questions | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (F) use text organizers such as overviews, headings, and graphic features to locate and categorize information. | (1) use text organizers to locate information | 3 | | | | | | Inc. |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | | # Brkoutos | 113 | |
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| ISBN: PANELISTS: | | | | | | | # Brks Remaining | 113 | |
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| | | | | | | | # Stu Exps | 40 | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| | | | | | | | | | Inc. |
| (5) The student reads texts to find information on self-selected and assigned topics. The student is expected to: | (F) use text organizers such as overviews, headings, and graphic features to locate and categorize information. | (2) use text organizers to categorize information | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (1) read to enjoy | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (2) read to complete | 3 | | | | | | Inc. |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (3) read to gather inf | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (4) read to be inform | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (5) read to solve pro | 3 | | | | | | Inc. |

| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkout | 113 | | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (6) read to answer q | 3 | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| | | | | | | | | | Inc. | |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (7) read to analyze | 3 | | | | | | Inc. | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkout | 113 | | |
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| ISBN: PANELISTS: | | | | | | # Brks Remaining | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (8) read to interpret | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (A) read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate; | (9) read to evaluate | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and technical documents; and | (1) read sources | 3 | | | | | | Inc. |

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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| | | | | | | | | | Inc. |
| | | | | | | | | | Inc. |
| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (C) understand and interpret visual representations. | (1) understand visual representations | 3 | | | | | | Inc. |
| | | | | | | | | | Inc. |
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| (6) The student reads for different purposes in varied sources, both narrative and expository. The student is expected to: | (C) understand and interpret visual representations. | (2) interpret visual representations | 3 | | | | | | Inc. |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (A) respond actively to texts in both aesthetic and critical ways; | (1) respond actively to texts in aesthetic ways | 3 | | | | | | Inc. |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | | |
| | | | | | | # Brks Remaining | 113 | | | |
| | | | | | | % Complete | 0% | | | |
| | | | | | | # Stu Exps | 40 | | | |
| | | | | | | # Stu Exps Adrs | 0 | | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER | |
| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (A) respond actively to texts in both aesthetic and critical ways; | (2) respond actively to texts in critical ways | 3 | | | | | | Inc. | |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (B) respond to text through discussion, journal writing, performance, and visual representation; and | (1) respond to text through discussion | 3 | | | | | | Inc. | |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (B) respond to text through discussion, journal writing, performance, and visual representation; and | (2) respond to text through journal writing | 3 | | | | | | Inc. | |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (B) respond to text through discussion, journal writing, performance, and visual representation; and | (3) respond to text through performance | 3 | | | | | | Inc. |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (B) respond to text through discussion, journal writing, performance, and visual representation; and | (4) respond to text through visual representation | 3 | | | | | | Inc. |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis. | (1) support responses by using prior knowledge | 3 | | | | | | Inc. |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis. | (2) support responses by using experience | 3 | | | | | | Inc. |
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| (7) The student formulates and supports responses to various types of texts. The student is expected to: | (C) support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis. | (3) support responses by citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis | 3 | | | | | | Inc. |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics; | (1) evaluate the credibility of informational sources for assigned topics | 3 | | | | | | Inc. |

| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER | |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics; | (2) evaluate [informational sources'] relevance for assigned topics | 3 | | | | | | Inc. | |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics; | (3) evaluate the credibility of informational sources for self-selected topics | 3 | | | | | | Inc. | |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (A) evaluate the credibility of informational sources and their relevance for assigned and self-selected topics; | (4) evaluate [informational sources'] relevance for self-selected topics | 3 | | | | | | Inc. | |
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Evaluations of Texas Essential Knowledge and Skills

**§110.25 READING ELECTIVE, GRADE 8
TEKS-Teacher Components**

**ISBN:
PANELISTS:**

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| # Brkouts | 113 |
| # Brks Remaining | 113 |
| % Complete | 0% |
| # Stu Exps | 40 |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
|--|--|---|---|-------------------|---------|---|-----------------------------------|---|--------|
| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone; | (1) evaluate how a writer's motivation, stance, or position may affect text credibility | 3 | | | | | | Inc. |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone; | (2) evaluate how a writer's motivation, stance, or position may affect text structure | 3 | | | | | | Inc. |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (B) evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone; | (3) evaluate how a writer's motivation, stance, or position may affect text tone | 3 | | | | | | Inc. |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (C) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect; | (1) analyze aspects of text for persuasive effect | 3 | | | | | | Inc. |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (D) recognize modes of reasoning, such as induction and deduction; and | (1) recognize modes of reasoning | 3 | | | | | | Inc. |
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| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (E) recognize logical and illogical arguments in text. | (1) recognize logical arguments in text | 3 | | | | | | Inc. |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (8) The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to: | (E) recognize logical and illogical arguments in text. | (2) recognize illogical arguments in text | 3 | | | | | | Inc. |
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| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (A) compare text events with personal and other readers' experiences; and | (1) compare text events with personal experiences | 3 | | | | | | Inc. |
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| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (A) compare text events with personal and other readers' experiences; and | (2) compare text events with other readers' experiences | 3 | | | | | | Inc. |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | | | # Brkouts | 113 | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (B) recognize and discuss literary themes and connections that cross cultures. | (1) recognize literary themes that cross cultures | 3 | | | | | | Inc. |
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| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (B) recognize and discuss literary themes and connections that cross cultures. | (2) recognize connections that cross cultures | 3 | | | | | | Inc. |
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| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (B) recognize and discuss literary themes and connections that cross cultures. | (3) discuss literary themes that cross cultures | 3 | | | | | | Inc. |
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| Evaluations of Texas Essential Knowledge and Skills | | | | | | | | | |
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| §110.25 READING ELECTIVE, GRADE 8 TEKS-Teacher Components ISBN: PANELISTS: | | | | # Brkouts | 113 | | | | |
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| TEKS (Knowledge and Skills) | Student Expectation | Breakout | # | 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. | FILTER |
| (9) The student reads to increase knowledge of own culture, the culture of others, and the common elements of cultures. The student is expected to: | (B) recognize and discuss literary themes and connections that cross cultures. | (4) discuss connections that cross cultures | 3 | | | | | | Inc. |
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| Overall Comments | | | | | | | | | No |