

# TEKS Connections

## *English Language Arts and Reading*

Reading/Comprehension Skills (Figure 19).

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:

### **Grade 6**

- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions)
- (D) make inferences about text and use textual evidence to support understanding.

### **Grades 7–8**

- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);
- (D) make complex inferences about text and use textual evidence to support understanding.

## *Reading Elective Credit (Grades 6–8)*

- (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;
  - (E) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;
  - (K) use questioning to enhance comprehension before, during, and after reading.

SOURCE: Texas Education Agency (TEA), 2008a.

## English Language Proficiency Standards (ELPS) Connections

- 4 (G) The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
- 4 (J) The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from the text and graphic sources, and finding supporting text evidence commensurate with content area needs.

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*Students will respond to questions and make connections as they learn the routine and eventually will make these independent thinking processes.*

SOURCE: TEA, 2007.

## College and Career Readiness Standards (CCRS) Connections

English/Language Arts

II. Reading

- (A)(4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish fact from simple assertions and opinions.

Cross-Disciplinary Standards

I. Key Cognitive Skills

- (D)(1) Self-monitor learning needs and seek assistance when needed.

II. Foundational Skills

- (A) (5) Analyze textual information critically.

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*Questioning routines, when applied independently, help students monitor their comprehension and allow them to identify when they need to seek assistance to better understand what they are reading.*

SOURCE: TEA, 2008b.