

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).

Grades 7–8

(B) ask literal, interpretive, evaluative, and universal questions of text;

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;

(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.

Students will respond to questions as they learn this routine and eventually make questioning and responding an independent thinking process.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

English/Language Arts

II. Reading

(A)(3) Identify explicit and implicit textual information including main ideas and author's purpose.

Cross-Disciplinary Standards

I. Key Cognitive Skills

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

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.