

Evaluations of Texas Essential Knowledge and Skills					Panelists Names:			
Subject	Chapter 110. English Language Arts and Reading				# Brkouts	113		
Subchapter	Subchapter A. Elementary				# Brk Addr	0		
Course	§110.16 Reading, Grade 5				# Brk Not Addr	0		
Publisher					# Stu Exps	42		
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 fifth 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 5 as described in subsection (b) of this section.</p>								

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<p>(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.</p>								

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(b) Knowledge and Skills.								
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(1) read aloud grade-level stories with fluency	3				NA	
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to:	(A) read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(2) read aloud grade-level stories with comprehension	3				NA	
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(1) determine the meaning of grade-level academic English words derived from Latin roots	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(2) determine the meaning of grade-level academic English words derived from Greek roots	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(3) determine the meaning of grade-level academic English words derived from other linguistic roots	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(4) determine the meaning of grade-level academic English words derived from Latin affixes	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(5) determine the meaning of grade-level academic English words derived from Greek affixes	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	(6) determine the meaning of grade-level academic English words derived from other linguistic affixes	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	(1) use context to determine or clarify the meaning of unfamiliar words	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;	(2) use context to determine or clarify the meaning of multiple meaning words	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) produce analogies with known antonyms and synonyms;	(1) produce analogies with known antonyms	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) produce analogies with known antonyms and synonyms;	(2) produce analogies with known synonyms	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(1) identify common idioms	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(2) identify adages	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(3) identify other sayings	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(4) explain the meaning of common idioms	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(5) explain the meaning of adages	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify and explain the meaning of common idioms, adages, and other sayings; and	(6) explain the meaning of other sayings	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(1) use a dictionary or glossary (printed or electronic) to determine the meanings of words	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(2) use a dictionary or glossary (printed or electronic) to determine the syllabication of words	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(3) use a dictionary or glossary (printed or electronic) to determine the pronunciations of words	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(4) use a dictionary or glossary (printed or electronic) to determine the parts of speech of words	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	(5) use a thesaurus (printed or electronic) to determine alternate word choices of words	3					

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(3) 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) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	(1) compare the themes or moral lessons of several works of fiction from various cultures	3					

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(3) 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) compare and contrast the themes or moral lessons of several works of fiction from various cultures;	(2) contrast the themes or moral lessons of several works of fiction from various cultures	3					

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(3) 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) describe the phenomena explained in origin myths from various cultures; and	(1) describe the phenomena explained in origin myths from various cultures	3					

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(3) 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:	(C) explain the effect of a historical event or movement on the theme of a work of literature.	(1) explain the effect of a historical event or movement on the theme of a work of literature	3					
(4) 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) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.	(1) analyze how poets use sound effects to reinforce meaning in poems	3					

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(5) 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) analyze the similarities and differences between an original text and its dramatic adaptation.	(1) analyze the similarities between an original text and its dramatic adaptation	3					
(5) 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) analyze the similarities and differences between an original text and its dramatic adaptation.	(2) analyze the differences between an original text and its dramatic adaptation	3					

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(6) 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) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	(1) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	3					

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(6) 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) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	(1) explain the roles of characters in various plots, including their relationships	3					
(6) 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) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	(2) explain the roles of characters in various plots, including their conflicts	3					

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(6) 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	(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	(3) explain the functions of characters in various plots, including their relationships	3					
(6) 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) explain the roles and functions of characters in various plots, including their relationships and conflicts; and	(4) explain the functions of characters in various plots, including their conflicts	3					

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(6) 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) explain different forms of third-person points of view in stories.	(1) explain different forms of third-person points of view in stories	3					
(7) 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 provide evidence from text to support their understanding. Students are expected to:	(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	(1) identify the literary language used in biographies, including how authors present major events in a person's life	3					

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(7) 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 provide evidence from text to support their understanding. Students are expected to:	(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	(3) identify the literary devices used in biographies, including how authors present major events in a person's life	3					

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(7) 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 provide evidence from text to support their understanding. Students are expected to:	(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	(4) identify the literary devices used in autobiographies, including how authors present major events in a person's life	3					

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(8) 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) evaluate the impact of sensory details, imagery, and figurative language in literary text.	(1) evaluate the impact of sensory details in literary text	3					

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(8) 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) evaluate the impact of sensory details, imagery, and figurative language in literary text.	(2) evaluate the impact of imagery in literary text	3					

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(8) 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) evaluate the impact of sensory details, imagery, and figurative language in literary text.	(3) evaluate the impact of figurative language in literary text	3					
(9) 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 summarize or 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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(9) 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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(2) summarize or paraphrase what the reading was about, maintaining meaning	3					
(9) 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 summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(3) summarize or paraphrase what the reading was about, maintaining logical order	3					

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(10) 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) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	(1) draw conclusions from the information presented by an author	3					

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(11) 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) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	(1) summarize the main ideas in a text in ways that maintain meaning	3					

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(11) 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) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;	(3) summarize supporting details in a text in ways that maintain meaning	3					

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(11) 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) determine the facts in text and verify them through established methods;	(1) determine the facts in text	3					

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(11) 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) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;	(1) analyze how the organizational pattern of a text influences the relationships among the ideas	3					

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(11) 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 multiple text features and graphics to gain an overview of the contents of text and to locate information; and	(1) use multiple text features to gain an overview of the contents of text	3					
(11) 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 multiple text features and graphics to gain an overview of the contents of text and to locate information; and	(2) use multiple text features to locate information	3					

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(11) 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 multiple text features and graphics to gain an overview of the contents of text and to locate information; and	(4) use graphics to locate information	3					

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(11) 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:	(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	(1) synthesize ideas within a text	3					
(11) 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:	(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	(2) synthesize ideas across two or three texts representing similar or different genres	3					

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(11) 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:	(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	(4) make logical connections across two or three texts representing similar or different genres	3					

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(12) 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 the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and	(1) identify the author's viewpoint or position in the argument	3					
(12) 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 the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and	(2) explain the basic relationships among ideas in the argument	3					

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(12) 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:	(B) recognize exaggerated, contradictory, or misleading statements in text.	(1) recognize exaggerated statements in text	3					
(12) 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:	(B) recognize exaggerated, contradictory, or misleading statements in text.	(2) recognize contradictory statements in text	3					

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(12) 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:	(B) recognize exaggerated, contradictory, or misleading statements in text.	(3) recognize misleading statements in text	3					
(13) 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) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and	(1) interpret details from procedural text to complete a task, solve a problem, or perform procedures	3					

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(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(1) interpret factual or quantitative information presented in maps	3					
(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(2) interpret factual or quantitative information presented in charts	3					
(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(3) interpret factual or quantitative information presented in illustrations	3					

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(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(5) interpret factual or quantitative information presented in timelines	3					
(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(6) interpret factual or quantitative information presented in tables	3					

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(13) 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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	(7) interpret factual or quantitative information presented in diagrams	3					
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);	(1) explain how messages conveyed in various forms of media are presented differently	3					

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(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);	(1) consider the difference in techniques used in media	3					
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(C) identify the point of view of media presentations; and	(1) identify the point of view of media presentations	3					

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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.
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) analyze various digital media venues for levels of formality and informality.	(1) analyze various digital media venues for levels of formality	3					
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	(D) analyze various digital media venues for levels of formality and informality.	(2) analyze various digital media venues for levels of informality	3					

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(27) 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 to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	(1) listen to a speaker's messages (both verbal and nonverbal)	3					
(27) 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 to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	(2) interpret a speaker's messages (both verbal and nonverbal)	3					

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(27) 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 to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;	(3) ask questions to clarify the speaker's purpose or perspective	3					
(27) 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 include multiple action steps; and	(1) follow oral instructions that involve a series of related sequences of action	3					

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(27) 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 include multiple action steps; and	(2) restate oral instructions that involve a series of related sequences of action	3					
(27) 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 include multiple action steps; and	(3) give oral instructions that involve a series of related sequences of action	3					

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(27) 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:	(C) determine both main and supporting ideas in the speaker's message.	(1) determine main ideas in the speaker's message	3					
(27) 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:	(C) determine both main and supporting ideas in the speaker's message.	(2) determine supporting ideas in the speaker's message	3					

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(28) 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) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	(1) give organized presentations	3					
(28) 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) give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	(2) give presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	3					

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(29) 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	(1) participate in student-led discussions by eliciting suggestions from other group members	3					
(29) 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	(2) participate in student-led discussions by considering suggestions from other group members	3					
(29) 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	(3) participate in student-led discussions by identifying points of agreement	3					

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(29) 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 student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	(4) participate in student-led discussions by identifying points of disagreement	3					
(RC-5) 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-5) 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:	(D) make inferences about text and use textual evidence to support understanding;	(1) make inferences about text	3					

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(RC-5) 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:	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and	(1) summarize texts in ways that maintain meaning within a text	3					

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(RC-5) 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:	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and	(8) paraphrase texts in ways that maintain logical order across texts	3					

Evaluations of Texas Essential Knowledge and Skills					Panelists Names:			
Subject	Chapter 110. English Language Arts and Reading				# Brkouts	113		
Subchapter	Subchapter A. Elementary				# Brk Addr	0		
Course	§110.16 Reading, Grade 5				# Brk Not Addr	0		
Publisher					# Stu Exps	42		
Program Title					# Stu Exps Addr	0		
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Overall Comments								