	Evaluations of Tex	kas Essential	Knov	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English	Language Arts a	and Re	ading		# Brkouts		115
Subchapter	Subchapter A. Elemer	ntary		# Brk Addr		0		
Course	§110.16 Reading, Grad	de 5		# Brk Not Addr		0		
Publisher						# Stu Exps		42
Program Title								0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(a) Introduction.								

- (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.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (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.
- (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.
- (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.
- (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.

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Course	§110.16 Reading, Grad	de 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		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.	` '

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

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	Evaluations of Tex	as Essential Kno	NC	vledge and Sl	kills	Panelists Names:		
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Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(b) Knowledge and Skill	s.							
(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					
(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					
(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					

	Evaluations of Tex	as Essential Kno	W	ledge and SI	cills	Panelists Names:		
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Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr 0		-
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	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:	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					

	Evaluations of Tex	as Essential Kno	οv	vledge and SI	cills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹e	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	<u>g</u>					# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use context (e.g., insentence 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	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., insentence 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	3				

	Evaluations of Tex	as Essential Kno	ΟW	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen			~~		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
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Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please.	fill in all blanks.
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)
Skills)	Student Expediation	Diearout	π	ISBN/ID	i aye(s)	the page/ display/screen (paragraph, etc.)	addressed? Yes or No.	related to the specific expectation.
(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					

	Evaluations of Tex	as Essential Kno	ν	ledge and SI	cills	l	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and R	Rea	ading		7	# Brkouts		115
Subchapter	Subchapter A. Element					7	# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				7	# Brk Not Addr 0		0
Publisher						7	# Stu Exps		42
Program Title						7	# Stu Exps Addrs		0
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TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Page(s)	1	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	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						

	Evaluations of Tex	as Essential Kno	DΜ	vledge and Sk	IIs	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹e	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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					

	Evaluations of Tex	as Essential Kno	ŊΩ	vledge and Sk	lls	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and R	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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						
(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					

	Evaluations of Texa	s Essential Kno	W	ledge and Sk	ills	P	anelists Names:		
Subject	Chapter 110. English La	nguage Arts and R	ea	nding		#	Brkouts		115
Subchapter	Subchapter A. Elementa					#	Brk Addr		0
Course	§110.16 Reading, Grade					#	Brk Not Addr		0
Publisher						#	Stu Exps		42
Program Title						#	Stu Exps Addrs		0
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TEKS (Knowledge and Skills)			#	Component ISBN/ID	Page(s)	th d	Specific location on the page/ lisplay/screen paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:	contrast the themes or moral lessons of several works of fiction	compare the hemes or moral essons of several vorks of fiction from rarious cultures	3						

	Evaluations of Texas	s Essential Kno	W	ledge and Sk	ills	Par	nelists Names:		
Subject	Chapter 110. English Lar	nguage Arts and R	ea	nding		# B	rkouts		115
Subchapter	Subchapter A. Elementai	ry				# B	rk Addr		0
Course	§110.16 Reading, Grade					# B	rk Not Addr		0
Publisher						# S	tu Exps		42
Program Title						# S	tu Exps Addrs		0
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TEKS (Knowledge and Skills)			#	Component ISBN/ID	Page(s)	the dis	ecific location on page/ play/screen ragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:	contrast the themes or moral lessons of several works of fiction w	2) contrast the nemes or moral essons of several vorks of fiction from arious cultures	3						

	Evaluations of Tex	as Essential Kno)W	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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					

	Evaluations of Tax	oo Fooghiol Kna		dodgo ond Cki	llo.	Panelists Names:		
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Subject	Chapter 110. English L		(ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs	DI.	0
ISBN/ID					- ()	% Stu Exp Addrs		fill in all blanks.
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)
Skills)				ISBN/ID		the page/	addressed?	related to the
						display/screen	Yes or No.	specific
						(paragraph, etc.)		expectation.
(3)	(C) explain the effect of	(1) explain the	3					
Reading/Comprehension	a historical event or	effect of a historical						
of Literary Text/Theme	movement on the	event or movement						
and Genre. Students	theme of a work of	on the theme of a						
analyze, make	literature.	work of literature						
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:								
(4)	(A) analyze how poets	(1) analyze how	3	i				
Reading/Comprehension	` •	poets use sound						
of Literary Text/Poetry.	alliteration, internal	effects to reinforce						
Students understand,	rhyme, onomatopoeia,	meaning in poems						
make inferences and	rhyme scheme) to							
draw conclusions about	reinforce meaning in							
the structure and	poems.							
elements of poetry and								
provide evidence from								
text to support their								
understanding. Students								
are expected to:								

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Subject	Chapter 110. English L	anguage Arts and R	≀ea	ading		# Brkouts		115
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Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
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Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Pa	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:		(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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Subject	Chapter 110. English La	nguage Arts and R	Read	ding		# Brkouts		115
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Course	§110.16 Reading, Grade	5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)		Breakout		Component ISBN/ID	Page(s)	Specific location the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:	that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;	(1) describe ncidents that advance the story or novel, explaining now each incident gives rise to or foreshadows future events	3					

	Evaluations of Tex	as Essential Kno	V	ledge and Sk	ills		Panelists Names:		
Subject	Chapter 110. English I	_anguage Arts and R	e	ading			# Brkouts		115
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Course	§110.16 Reading, Grad	de 5					# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.	
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Pag	ge(s)	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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						

	Evaluations of Tex	as Essential K	(nowl	edge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English I	_anguage Arts an	d Read	ding		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad	de 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID					% Stu Exp Addrs	Please,	fill in all blanks.	
TEKS (Knowledge and Skills)	Student Expectation	Breakout		Component SBN/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.
(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	(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					

	Evaluations of Tex	as Essential Kno	w	ledge and Ski	lls	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Element			3		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	.		# Stu Exps		42			
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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					
understand, make	language and devices used in biographies and autobiographies,	including how authors present	3					

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	Subchapter A. Element						# Brk Addr		0
Course	§110.16 Reading, Grade	e 5					# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID							% Stu Exp Addrs	Please,	fill in all blanks.
Skills)		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.
(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:	language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	autobiographies, including how	3						

	Evaluations of Texa	as Essential Kno	W	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and R	lea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grade	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title								0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
Skills)		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.
(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:	used in biographies and autobiographies, including how authors present major events in	including how authors present	3					

	Evaluations of Texa	as Essential Kno	οw	ledge and Sk	ills	Panelist	s Names:		
Subject	Chapter 110. English La	anguage Arts and F	₹ea	ading		# Brkou	ts		115
	Subchapter A. Element					# Brk Ad	ddr		0
Course	§110.16 Reading, Grade	e 5				# Brk No	ot Addr		0
Publisher									42
Program Title							ps Addrs		0
ISBN/ID							xp Addrs	Please,	fill in all blanks.
Skills)		Breakout		Component ISBN/ID	Page(s)	the pag display	c location on le/ /screen aph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:	language and devices used in biographies and autobiographies, including how authors present major events in a person's life.	autobiographies, including how	3						

	Evaluations of Tex	as Essential Kn	ow	ledge and SI	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and I	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	-	impact of sensory details in literary	3					

	Evaluations of Tex	as Essential Kno	οw	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	-	impact of imagery in literary text	3					

	Evaluations of Tex	as Essential Kno	DΜ	vledge and SI	ills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen			<u> </u>		# Brk Addr	İ	0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	<u> </u>					# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID				% Stu Exp Addrs	Please,	fill in all blanks.		
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.
	,	impact of figurative language in literary	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:	of time and summarize or paraphrase what the reading was about, maintaining meaning	(1) read independently for a sustained period of time	3					

	Evaluations of Tex	as Essential Kno	ow	ledge and SI	kills	5	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	Rea	ading			# Brkouts		115
Subchapter	Subchapter A. Elemen	tary					# Brk Addr		0
Course	§110.16 Reading, Grad						# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.	
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	P	age(s)	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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:	of time and summarize or paraphrase what the reading was about, maintaining meaning	(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:	of time and summarize or paraphrase what the reading was about, maintaining meaning	(3) summarize or paraphrase what the reading was about, maintaining logical order	3						

	Evaluations of Tex	as Essential Kno	ow	ledge and Sk	lls	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	0.16 Reading, Grade 5						0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	presented by an author	(1) draw conclusions from the information presented by an author	3					

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	Evaluations of Tex	as Essential Kno	W	ledge and Sk	ills		Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	Rea	ading			# Brkouts		115
Subchapter	Subchapter A. Elemen	tary					# Brk Addr		0
Course	§110.16 Reading, Grad	e 5					# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID							% Stu Exp Addrs		fill in all blanks.
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.
(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:	presented by an author	(2) evaluate how well the author's purpose was achieved	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:	(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						

	Evaluations of Texa	s Essential Kno	W	ledge and SI	kills	Panelists Names:		
Subject	Chapter 110. English La	nguage Arts and R	ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elementa	ary				# Brk Addr	0	
Course	§110.16 Reading, Grade	5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation E	3reakout	#	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.
(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:	main ideas and n supporting details in a in text in ways that n	2) summarize the main ideas in a text in ways that maintain logical order	ω					
(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:	main ideas and supporting details in a	3) summarize supporting details in a text in ways that naintain meaning	3					

	Evaluations of Tex	as Essential Kno	W	ledge and S	kills	Panelists Names:		
Subject	Chapter 110. English I					# Brkouts		115
Subchapter	Subchapter A. Elemer					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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;	(4) summarize supporting details in a text in ways that maintain logical order	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:	(B) determine the facts in text and verify them through established methods;	(1) determine the facts in text	3					

	Evaluations of Tex	as Essential Kno	\\/	ledge and SI	rille	T _I	Panelists Names:		
Subject	Chapter 110. English L				MIII S		# Brkouts		115
Subchapter	Subchapter A. Elemen		Ca	idilig			# Brk Addr	0	
Course	§110.16 Reading, Grad						# Brk Not Addr		0
Publisher	3110.10 Reading, Grad						# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID							% Stu Exp Addrs	Please.	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Page(s)	1	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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;	(2) verify [facts] through established methods	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:	(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;		3						

	Evaluations of Texa	as Essential Kno	W	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English La	anguage Arts and R	ea	ading		# Brkouts		115
Subchapter	Subchapter A. Element	ary				# Brk Addr		0
Course	§110.16 Reading, Grade	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	features and graphics to gain an overview of	(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:	features and graphics	(2) use multiple text features to locate information	3					

	Evaluations of Tex	as Essential Kno	N	ledge and SI	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and R	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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	(3) use graphics 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	(4) use graphics to locate information	3					

	Evaluations of Tex	as Essential Know	wl	edge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and Re	eac	ding		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr	0	
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs	0	
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation	Breakout #		Component SBN/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.
(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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	Evaluations of Tex	as Essential Kno	V	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English I	_anguage Arts and R	₹e	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	itary				# Brk Addr		0
Course	§110.16 Reading, Grad	de 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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.	(3) make logical connections between ideas within a text	3	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.	(4) make logical connections across two or three texts representing similar or different genres	3	3				

	Evaluations of Tex	as Essential Kno	ow	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen			<u>-</u>		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	J ,					# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	. ,	(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					

	Evaluations of Tex	as Essential Kn	OW	ledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L			<u> </u>		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	contradictory, or misleading statements	(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					

	Evaluations of Tex	as Essential Kno)W	ledge and Ski	lls	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr	0	
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr	0	
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)
Skills)				ISBN/ID		the page/	addressed?	related to the
						display/screen	Yes or No.	specific
						(paragraph, etc.)		expectation.
(12)	(B) recognize	(3) recognize	3			, , , , , , , , , , , , , , , , , , , ,		
Reading/Comprehension		misleading	ľ					
of Informational	contradictory, or	statements in text						
Text/Persuasive Text.	misleading statements							
Students analyze, make	in text.							
inferences and draw	10711							
conclusions about								
persuasive text and								
provide evidence from								
text to support their								
analysis. Students are								
expected to:								
(13)	(A) interpret details	(1) interpret details	3					
Reading/Comprehension	from procedural text to	from procedural text						
of Informational	complete a task, solve	to complete a task,						
Text/Procedural Texts.	a problem, or perform	solve a problem, or						
Students understand	procedures; and	perform procedures						
how to glean and use	•							
information in procedural								
texts and documents.								
Students are expected								
to:								

Evaluations of Texas Essential Knowledge and Skills Panelists Names:										
			_	T	IIS	Panelists Names:				
Subject	Chapter 110. English L		₹ea	ading		# Brkouts		115		
Subchapter	Subchapter A. Elemen					# Brk Addr		0		
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0		
Publisher						# Stu Exps		42		
Program Title						# Stu Exps Addrs		0		
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.		
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)		
Skills)				ISBN/ID		the page/	addressed?	related to the		
						display/screen	Yes or No.	specific		
						(paragraph, etc.)		expectation.		
(13)	(B) interpret factual or	(1) interpret factual	3			" 5 1 / /				
Reading/Comprehension	. , .	or quantitative	ľ							
	presented in maps,	information								
	charts, illustrations,	presented in maps								
Students understand	graphs, timelines,	prosontou in maps								
how to glean and use	tables, and diagrams.									
information in procedural	labies, and diagrams.									
texts and documents.										
Students are expected										
to: (13)	(B) interpret factual or	(2) interpret factual	3							
Reading/Comprehension	. , .	or quantitative	٥	1						
of Informational	•	information								
Text/Procedural Texts.	presented in maps,	presented in charts								
Students understand	charts, illustrations, graphs, timelines,	presented in charts								
how to glean and use	tables, and diagrams.									
information in procedural										
texts and documents.										
Students are expected										
to:	(D) into want to at you are	(2) into waret footuel	_							
(13)	(B) interpret factual or	(3) interpret factual	3							
Reading/Comprehension	· -	•								
of Informational	presented in maps,	information								
	charts, illustrations,	presented in								
	graphs, timelines,	illustrations								
how to glean and use	tables, and diagrams.									
information in procedural										
texts and documents.										
Students are expected										
to:										

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	Evaluations of Tex	as Essential Kno)W	/ledge and Ski	lls	Panelists Names:			
Subject	Chapter 110. English L	anguage Arts and R	?ea	ading		# Brkouts		115	
Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0	
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0	
Publisher						# Stu Exps		42	
Program Title			# Stu Exps Addrs		0				
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.	
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)	
Skills)				ISBN/ID		the page/	addressed?	related to the	
·						display/screen	Yes or No.	specific	
						(paragraph, etc.)		expectation.	
(13)	(B) interpret factual or	(4) interpret factual	3						
Reading/Comprehension	. ,	` '							
	presented in maps,	information							
	charts, illustrations,	presented in							
Students understand	graphs, timelines,	graphs							
how to glean and use	tables, and diagrams.								
information in procedural	, ,								
texts and documents.									
Students are expected									
to:									
(13)	(B) interpret factual or	(5) interpret factual	3						
Reading/Comprehension	quantitative information	or quantitative							
of Informational	presented in maps,	information							
Text/Procedural Texts.	charts, illustrations,	presented in							
Students understand	graphs, timelines,	timelines							
how to glean and use	tables, and diagrams.								
information in procedural									
texts and documents.									
Students are expected									
to:									
(13)	(B) interpret factual or	\ <i>'</i>	3						
Reading/Comprehension	· -	·							
of Informational	presented in maps,	information							
	charts, illustrations,	presented in tables							
	graphs, timelines,								
_	tables, and diagrams.								
information in procedural									
texts and documents.									
Students are expected									
to:									

	Evaluations of Tex	as Essential Kno	οw	ledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr	0	
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr	0	
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID				% Stu Exp Addrs	Please,	fill in all blanks.		
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.
(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:	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					

Evaluations of Texas Essential Knowledge and Skills Panelists Names:								
0.11.4					IIS			445
Subject	Chapter 110. English L		₹ea	adıng		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr # Brk Not Addr		0
Course	§110.16 Reading, Grad	<u>e 5</u>						42
Publisher Program Title						# Stu Exps		0
Program Title			# Stu Exps Addrs	Diagon	· ·			
ISBN/ID	0(Daniel and	D (-)	% Stu Exp Addrs		fill in all blanks.		
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:	(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					

	Evaluations of Tex	as Essential Kno	οw	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen			<u>-</u>		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	J,					# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.	` '	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.	` '	3					

	Evaluations of Tex	as Essential Kr	ov	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher	<u> </u>					# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID				% Stu Exp Addrs	Please,	fill in all blanks.		
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.
(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					

	Evaluations of Tex	as Essential Kno	ow	ledge and S	kills		Panelists Names:		
Subject	Chapter 110. English L						# Brkouts		115
Subchapter	Subchapter A. Elemen						# Brk Addr		0
Course	§110.16 Reading, Grad	le 5					# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title						# Stu Exps Addrs		0	
ISBN/ID							% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Page(s	5)	Specific location on the page/ display/screen (paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
(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						

	Evaluations of Tex	as Essential Kno	OW	vledge and S	kills		Panelists Names:		
Subject	Chapter 110. English L					1	# Brkouts		115
Subchapter	Subchapter A. Elemen						# Brk Addr		0
Course	§110.16 Reading, Grad						# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID					% Stu Exp Addrs	Please,	fill in all blanks.		
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.
(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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	Evaluations of Tex				KIIIS	Panelists Names:		
Subject	Chapter 110. English		₹e	ading		# Brkouts		115
Subchapter	Subchapter A. Elemer					# Brk Addr		0
Course	§110.16 Reading, Grad	de 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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					

	Evaluations of Tex	as Essential Kno	οw	ledge and Ski	lls	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr	0	
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr		0
Publisher						# Stu Exps	42	
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)
Skills)				ISBN/ID		the page/	addressed?	related to the
						display/screen	Yes or No.	specific
						(paragraph, etc.)		expectation.
(28) Listening and	(A) give organized	(1) give organized	3					
Speaking/Speaking.	presentations	presentations	ľ					
Students speak clearly	employing eye contact,							
and to the point, using	speaking rate, volume,							
the conventions of	enunciation, natural							
language. Students	gestures, and							
continue to apply earlier	conventions of							
standards with greater	language to							
complexity. Students are								
expected to:	effectively.							
oxpooled to:	on convery							
(28) Listening and	(A) give organized	(2) give	3					
Speaking/Speaking.	presentations	presentations						
Students speak clearly	employing eye contact,	employing eye						
and to the point, using	speaking rate, volume,	contact, speaking						
the conventions of	enunciation, natural	rate, volume,						
language. Students	gestures, and	enunciation, natural						
continue to apply earlier	conventions of	gestures, and						
standards with greater	language to	conventions of						
complexity. Students are		language to						
expected to:	effectively.	communicate ideas						
	,	effectively						

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	Evaluations of Tex		_		lls	Panelists Names:		
Subject	Chapter 110. English L		Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title			# Stu Exps Addrs		0			
ISBN/ID						% Stu Exp Addrs		fill in all blanks.
TEKS (Knowledge and	Student Expectation	Breakout	#	Component	Page(s)	Specific location on	Is the TEKS	Comment(s)
Skills)				ISBN/ID		the page/	addressed?	related to the
						display/screen	Yes or No.	specific
						(paragraph, etc.)		expectation.
(29) Listening and	(A) participate in	(1) participate in	3	,				
Speaking/Teamwork.	student-led discussions	. , .						
Students work	by eliciting and	discussions by						
productively with others	considering	eliciting						
in teams. Students	suggestions from other							
	group members and by	other group						
	identifying points of	members						
complexity. Students are								
expected to:	disagreement.							
(29) Listening and	(A) participate in	(2) participate in	3					
Speaking/Teamwork.	. ,							
	by eliciting and	discussions by						
productively with others	considering	considering						
in teams. Students	_	suggestions from						
continue to apply earlier	group members and by							
	identifying points of	members						
complexity. Students are								
expected to:	disagreement.							
(29) Listening and	(A) participate in	(3) participate in	3					
Speaking/Teamwork.	student-led discussions	student-led						
Students work	by eliciting and	discussions by						
productively with others	considering	identifying points of						
in teams. Students	suggestions from other							
continue to apply earlier	group members and by							
	identifying points of							
complexity. Students are								
expected to:	disagreement.							

	Evaluations of Tex	as Essential Kno	ΟV	vledge and Si	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹e	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen	tary				# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	suggestions from other group members and by identifying points of	(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:	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					

	Evaluations of Tex	as Essential Kn	OV	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and	Re	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
flexible range of	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(2) establish purposes for reading selected texts based upon others' desired outcome to enhance comprehension	3					

	Evaluations of Tex	as Essential Kn	OW	ledge and SI	cills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	and universal questions of text;	(1) ask literal questions of text	3					

	Evaluations of Tex	as Essential Kno	οw	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Element			_		# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	interpretive, evaluative, and universal questions of text;	(2) ask interpretive questions of text	3					

	Evaluations of Tex	as Essential Kn	OW	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and I	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	(B) ask literal, interpretive, evaluative, and universal questions of text;	(3) ask evaluative questions of text	3					

	Evaluations of Tex	as Essential Kn	OW	ledge and SI	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	and universal questions of text;	(4) ask universal questions of text	3					

	Evaluations of Tex	as Essential Kn	OW	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Element					# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	using background knowledge, creating sensory images, re- reading a portion aloud,	(1) monitor comprehension	3					

	Evaluations of Tex	as Essential Kr	nov	vledge and S	kills	Panelists Names:		
Subject	Chapter 110. English L					# Brkouts		115
Subchapter	Subchapter A. Elemen			-		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title								0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	using background knowledge, creating sensory images, re- reading a portion aloud,	(2) adjust comprehension	3					

	Evaluations of Tex	as Essential Kno	οw	ledge and Sk	ills	Panelists Names:			
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115	
Subchapter	Subchapter A. Elemen					# Brk Addr		0	
Course	§110.16 Reading, Grad					# Brk Not Addr		0 0 42 0 Please, fill in all blanks. he TEKS Comment(s) related to the	
Publisher						# Stu Exps		42	
Program Title						# Stu Exps Addrs		0	
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.	
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.	related to the specific	
(RC-5)	(D) make inferences	(1) make inferences	3						
Reading/Comprehension	about text and use	about text							
Skills. Students use a	textual evidence to								
flexible range of	support understanding;								
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:									
·									

	Evaluations of Tex	as Essential Kno)W	/ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	₹ea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen			_		# Brk Addr		0
Course	§110.16 Reading, Grad	e 5				# Brk Not Addr		0
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Program Title								0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	textual evidence to support understanding;	(2) use textual evidence to support understanding	3					

	Evaluations of Tex	as Essential Kno	οw	ledge and Sk	ills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and F	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen			_		# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title								0
ISBN/ID							Please,	fill in all blanks.
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.
(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					

	Evaluations of Tex	as Essential Kn	OW	ledge and Sl	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and I	Rea	ading		# Brkouts		115
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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	(2) summarize texts in ways that maintain meaning across texts	3					

	Evaluations of Tex	Panelists Names:						
Subject	Chapter 110. English L	anguage Arts and F	# Brkouts		115			
Subchapter	Subchapter A. Elemen		# Brk Addr		0			
Course	§110.16 Reading, Grad	le 5	# Brk Not Addr		0			
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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:	ways that maintain meaning and logical order within a text and across texts; and	(3) summarize texts in ways that maintain logical order within a text	3					

	Evaluations of Tex	Panelists Names:						
Subject	Chapter 110. English L	anguage Arts and F	# Brkouts		115			
Subchapter	Subchapter A. Elemen					# Brk Addr		0
Course	§110.16 Reading, Grad					# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
(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	(4) summarize texts in ways that maintain logical order across texts	3					

	Evaluations of Texas Essential Knowledge and Skills						Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and R	ading	#	Brkouts		115		
Subchapter	Subchapter A. Elemen		ary						0
Course	§110.16 Reading, Grad					#	Brk Not Addr		0
Publisher						#	Stu Exps		42
Program Title						#	Stu Exps Addrs		0
ISBN/ID						9	6 Stu Exp Addrs	Please,	fill in all blanks.
TEKS (Knowledge and Skills)	Student Expectation	Breakout	#	Component ISBN/ID	Page(s)	t d	Specific location on he page/ lisplay/screen paragraph, etc.)	Is the TEKS addressed? Yes or No.	Comment(s) related to the specific expectation.
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	Evaluations of Tex	Evaluations of Texas Essential Knowledge and Skills							
Subject	Chapter 110. English L	hapter 110. English Language Arts and Reading							115
Subchapter	Subchapter A. Elemen						# Brk Addr		0
Course	§110.16 Reading, Grad						# Brk Not Addr		0
Publisher							# Stu Exps		42
Program Title							# Stu Exps Addrs		0
ISBN/ID							% Stu Exp Addrs	Please,	fill in all blanks.
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.
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	Evaluations of Tex	as Essential Kn	OW	ledge and Sl	kills	Panelists Names:		
Subject	Chapter 110. English L	anguage Arts and	# Brkouts		115			
Subchapter	Subchapter A. Elemen		# Brk Addr		0			
Course	§110.16 Reading, Grad		# Brk Not Addr		0			
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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.
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	Evaluations of Tex	as Essential Kno	Panelists Names:					
Subject	Chapter 110. English L	anguage Arts and F	# Brkouts		115			
Subchapter	Subchapter A. Elemen	er A. Elementary						0
Course	§110.16 Reading, Grad	le 5				# Brk Not Addr		0
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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	Evaluations of Tex	Panelists Names:						
Subject	Chapter 110. English L	anguage Arts and F	# Brkouts		115			
Subchapter	Subchapter A. Element		# Brk Addr		0			
	§110.16 Reading, Grad				# Brk Not Addr		0	
Publisher						# Stu Exps		42
Program Title						# Stu Exps Addrs		0
ISBN/ID						% Stu Exp Addrs	Please,	fill in all blanks.
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flexible range of metacognitive reading	author analysis) between and across multiple texts of various genres and provide	(1) make connections between and across multiple texts of various genres	3					

	Evaluations of Tex	as Essential Kn	Panelists Names:					
Subject	Chapter 110. English L	anguage Arts and	# Brkouts		115			
Subchapter	Subchapter A. Elemen	tary		# Brk Addr		0		
Course	§110.16 Reading, Grad	le 5			# Brk Not Addr		0	
Publisher						# Stu Exps		42
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Overall Comments								