



SLAR TEKS Figure 19

Subchapter A: Elementary

Subchapter B: Middle School (6th Grade)

**SLAR
GRADES K–5**

**SLAR
GRADE 6**

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter A. Elementary
Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
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:	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:	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:	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:	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:	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) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §128.10(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter A. Elementary
Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
Subchapter B. Middle School
Reading/Comprehension Skills §128.18

Sixth Grade <i>(§128.18 Spanish Language Arts and Reading)</i>
<p>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:</p> <ul style="list-style-type: none">(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;(B) ask literal, interpretive, evaluative, and universal questions of text;(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);(D) make inferences about text and use textual evidence to support understanding;(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.