

Figure: 19 TAC §128.30(b)

19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language  
Subchapter C. High School  
Reading/Comprehension Skills §128.31 - §128.32

<b>English I for Speakers of Other Languages</b> (§128.31. <i>English I for Speakers of Other Languages</i> )	<b>English II for Speakers of Other Languages</b> (§128.32. <i>English II for Speakers of Other Languages</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"><li>(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</li><li>(B) make complex inferences about text and use textual evidence to support understanding.</li></ul>	<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"><li>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</li><li>(B) make complex inferences about text and use textual evidence to support understanding.</li></ul>