Combined Writing and Open Ended Reading Correlations to TEKS (Texas Essential Knowledge and Skills)

W W W W W W W W W W	1 2 2 A 2 B 2 C 2 A 2 B 2 C 2 A 2 B 2 C 2 A 2 B 2 C 2 A 2 B 2 C 2 A 2 A 2 A 2 A 2 A 2 A 2 A 2 A 2 A
2C	2D 2E 3 3A 3A 3B 3C 4 5 6 6A 6A 6B 6C 7 8 9 100 100 110 111 111 112 122 123 134 136 137 137 138 138 138 138 138 138 148 158 158 158 158 158 158 158 15
3A 3B	3A 3B 3C 4 5 6 6A 6B 6C 7 8 9 10 10A 10B 11D 11TA 11B 11ZA 12B 13B 13B 13B
4	4 5 6 6 6A 6B 6C 7 8 9 10 10A 10B 10C 10D 111 11A 11B 12 12A 12B 13 13B 13B
6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	6 6A 6B 6B 6C 7 8 9 10 10A 10B 11B 11A 11B 12A 12B 13A 13B 13B 13C
6C 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	6C 7 8 8 9 10 100 100 110 111 111 111 12 12 12 12 13 13 13 13 13 13 13 13 13 13 13 13 13
9	9 10 10A 10B 10C 10D 11 11A 11B 12 12A 12A 12B 13 13A 13B
10B	10B 10C 10D 11 11A 11B 12 12A 12B 13 13A 13B
11	11 11A 11B 12 12A 12B 13 13A 13A 13B
12	12 12A 12B 13 13A 13B 13C
13 13A 13B 13B 13B 13C 13C 13C 13C 13D 14 14A 14A 14B 14B 14C 14C 14D 14E	13 13A 13B 13C
13C	13C
14A 14B 14B 14C	14
14D	14A 14B 14C
	14D 14E
15A 15Ai	15 15A 15Ai
15B	5Aii 5Aiii 15B
	15Bi 5Bii 5Biii
16 17 17A	16 17 17A
	17Ai 7Aii 7Aiii
17Aiv 17B 17C	7Aiv 17B 17C
17D 18 19 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	17D 18 19
19A	19A I9Ai 9Aii
19Aiii	9Aiii 9Aiv 9Av
19Avii	9Avi 9Avii 9Aviii
19Aviii	19B 19C 20
20A 20A 20A	20A 20Ai 20Aii
20A111	OAiii 20B 20Bi
20Biii	OBiii OBiii
21A	20C 21 21A
21B	21B 21C 22
22A 22B 23A 23A	22A 22B 23A
23B 23C 23D	23B 23C 23D
23E 24 24A 24A 24A 24A	23E 24 24A
24B 24B 0 0 0 25 25 25 25 25 25 25 25 25 25 25 25 25	24B 25 25A
25B 25C 25C 25D	25B 25C 25D
26 26A 26A 26B	26
26C 27 27 28 0 0 0 28 0 0 0 0 0 0 0 0 0 0 0 0 0 0	26A 26B

FIGURE 19 for Open Ended Questions

What is Figure 19? Figure 19 (also known as Reading/Comprehension Skills) is a suggested amendment by TEA to the TEKS. Figure 19 is actually a fairly general list of skills that were on the previous TEKS. In these TEKS, students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;
- (B) ask literal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) retell or act out important events in stories in logical order; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

_		1	_			
	Α	В	С	D	E	F
Week 1	•	•	•	•	•	
Week 2	•	•	•		•	•
Week 3	•	•	•	•	•	
Week 4	•	•	•	•	•	•
Week 5	•	•	•	•		•
Week 6	•	•	•	•		
Week 7	•	•	•	•	•	
Week 8	•	•	•	•	•	
Week 9	•	•	•		•	
Week 10	•	•	•	•	•	
Week 11	•	•	•	•		•
Week 12	•	•	•	•	•	
Week 13	•	•	•	•	•	
Week 14	•	•	•		•	
Week 15	•	•	•	•	•	
Week 16	•	•	•	•	•	
Week 17	•	•	•	•	•	•
Week 18	•	•	•	•	•	
Week 19	•	•	•	•	•	
Week 20	•	•	•	•	•	
Week 21	•	•	•		•	
Week 22	•	•	•	•	•	•
Week 23	•	•	•		•	
Week 24	•	•	•	•		
Week 25	•	•	•	•	•	•
Week 26	•	•	•	•	•	
Week 27	•	•	•	•	•	
Week 28	•	•	•	•	•	
Week 29	•	•	•	•	•	
Week 30	•	•	•	•		
Week 31	•	•	•	•	•	•
Week 32	•	•	•	•		
Week 33	•	•	•	•	•	
Week 34	•	•	•	•		
Week 35	•	•	•	•	•	
Week 36	•	•	•	•	•	
Week 37	•	•	•	•	•	
Week 38	•	•	•			•
Week 39	•	•	•			•
Week 40	•	•	•	•	•	

