

**Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter B. Middle School**

Reading Comprehension Skills: Grade 6

Reading/Comprehension Skills	<i>READING TOGETHER/ SECONDARY</i> Correlation
<p>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.</p>	<p>Reading Together/ Secondary uses research-based reading strategies that foster and monitor metacognition and comprehension. Tutor and tutee practice Reciprocal Teaching techniques (Palinscar and Brown, 1984) of self-questioning, summarizing, clarifying and predicting; they set goals for reading, predict, apply background knowledge, organize, monitor, and modify their thinking processes as they read together. Other reading strategies include Anticipation Guides (Herber, 1978), Directed Reading-Thinking Activities (Stauffer, 1969), cause-effect organizers, sequencing charts, and K-W-L charts (Ogle, 1986).</p> <p>In Phase II (beginning in Lesson 17), students continue these techniques and expand to making text connections (text-to-self, text-to-text, and text-to-world) to activate prior knowledge and relate the reading to other books, plays, movies, and news articles, as well as community and world events. Tutor and tutee practice responding to four different approaches to questioning using the Question-Answer Relationships strategy (Raphael, 1986). They build a flexible range of skills they can access to tackle new text, and review language patterns and text features that can help them navigate unfamiliar text. Students are prompted to evaluate whether they have accomplished their purpose for reading, and also whether/how the author has accomplished his or her purpose for writing as well.</p> <p>As the lesson progress, text becomes increasing more complex and encompasses a wide range of genre including informational, fiction, poetry, biography, etc. (books and passages, Attachment A). Readability has been determined using the Metametrics© Lexiles proficiency levels appropriate for students in grades 5-8. The Vocabulary Preview/Review and the Language Pattern Alert sections of each lesson provide strategic support for better language comprehension. Tutors gradually release responsibility for learning over the course of the lessons, so that tutees are encouraged to become engaged, self-directed and independent readers and learners.</p> <p>In all lessons, graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers) teach students to reference and categorize information. Writing activities in every lesson include journaling or professional writing for reflection and metacognition.</p> <p>Eight end-of-unit review lessons give students opportunities to compare and contrast reading selections, to apply vocabulary words in context, to survey their attitudes and personal skills in the context of the workplace, and to write about the thematic unit as a whole.</p>

<p>The student is expected to:</p>	
<p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension</p>	<p>Before beginning to read, tutor and tutee preview the materials, discuss their own experiences and knowledge of the topic, make predictions and ask questions that set a purpose for reading the specific text. At the end of each lesson, students review their predictions and understanding of the text, retelling the story in their own words to check for comprehension.</p>
<p>(B) ask literal, interpretive, evaluative, and universal questions of the text</p>	<p>During and after reading, tutors guide tutees through a series of specific questions based on the actions/events in the reading selection. As they progress to independent reading in Phase II, tutors ask tutees to summarize what they have read and to respond to questions requiring them to analyze and evaluate the details in the text. They assess and evaluate the author's reasoning and the evidence presented, thinking beyond the text and formulating their own opinions. Students formulate their own questions during post-reading activities.</p> <p>Using the Question-Answer Relationships strategy, tutor and tutee learn to identify which questions have literal answers and those that must be interpreted based on their background knowledge and the readers' own experiences and opinions.</p>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions)</p>	<p>Immediate feedback and frequent comprehension checks are built into the peer learning relationship. In Phase I, tutors are directed to stop at intervals during the reading to ask specific questions of the tutees to determine their level of comprehension. Students reread portions of the text that seem difficult and analyze specific sentences, paragraphs, or selections to ensure understanding. Tutors help tutees determine how a selection moves the action, contributes to the visualization of the plot and setting, and fits into the overall text structure.</p> <p>The <i>Retelling the Story</i> activity asks students to summarize the selection, recounting the central idea and supporting details, the plot events in order, and the author's purpose. In all Phase I and II lessons, students discuss what they "saw" or "heard" while reading the selections. In Phase II, students access background knowledge by making text-to-self, text-to-text, and text-to-world connections.</p>
<p>(D) make inferences about text and use textual evidence to support understanding;</p>	<p>In each lesson, tutors guide tutees through a series of specific questions requiring them to analyze the text during and after they read. Tutors help tutees infer the answer by interpreting details, drawing conclusions, and relating actions/events in the text to their prior knowledge. The Phase II</p>

<p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>The student is expected to:</p>	<p>In each lesson, tutors guide tutees through a series of specific questions requiring them to analyze the text during and after they read. Tutors help tutees infer the answer by interpreting details, drawing conclusions, and relating actions/events in the text to their prior knowledge. The Phase II questioning strategy, QAR, trains students to analyze questions, find textual evidence to support their understanding, and infer meaning from context clues.</p>
<p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts;</p>	<p>In each lesson, students summarize the book or passage, determine and retell the central idea and supporting details, and discuss the author’s purpose. In the <i>Independent Reading</i> section, tutors ask tutees to summarize what they have read and respond to questions requiring them to analyze and evaluate the details in the text. Using graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers, etc.), students construct visual representations of information to highlight important concepts and frame issues.</p> <p><i>Reading Together/Secondary</i> is organized in themes that span three or four lessons. Students read fiction and informational passages and trade books on a common subject, or multiple chapters of the same books (See books and themes, Attachment A). The end-of -unit lessons provide writing and organizing activities that help students compare and contrast texts within each thematic unit.</p>
<p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>	<p>Lessons are organized into thematic units. Through direct tutorial instruction and discussion, use of graphic organizers, and post-reading writing activities, students compare and contrast reading selections within and across units, examine authors’ voices and approaches, and analyze textual similarities and differences. In Phase II (beginning with lesson 17), students make and discuss text connections (text-to-self, text-to-text, text-to-world) to activate prior knowledge and relate the reading selection to other books, plays, movies, and news articles, as well as community and world events. They provide textual evidence as they answer scripted questions during the tutorials, and as they plan for and complete the post-reading activities.</p>

**Texas Essential Knowledge and Skills for English Language Arts and Reading
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Reading Comprehension Skills: Grade 7

Reading / Comprehension	READING TOGETHER / SECONDARY Correlation
<p>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.</p>	<p>Reading Together/ Secondary uses research-based reading strategies that foster and monitor metacognition and comprehension. Tutor and tutee practice Reciprocal Teaching techniques (Palinscar and Brown, 1984) of self-questioning, summarizing, clarifying and predicting; they set goals for reading, predict, apply background knowledge, organize, monitor, and modify their thinking processes as they read together. Other reading strategies include Anticipation Guides (Herber, 1978), Directed Reading-Thinking Activities (Stauffer, 1969), cause-effect organizers, sequencing charts, and K-W-L charts (Ogle, 1986).</p> <p>In Phase II (beginning in Lesson 17), students continue these techniques and expand to making text connections (text-to-self, text-to-text, and text-to-world) to activate prior knowledge and relate the reading to other books, plays, movies, and news articles, as well as community and world events. Tutor and tutee practice responding to four unfamiliar text. Students are prompted to evaluate whether they have accomplished their purpose for different approaches to questioning using the Question-Answer Relationships strategy (Raphael, 1986). They build a flexible range of skills they can access to tackle new text, and review language patterns and text features that can help them navigate reading, and also whether/how the author has accomplished his or her purpose for writing as well.</p> <p>As the lesson progress, text becomes increasing more complex and encompasses a wide range of genre including informational, fiction, poetry, biography, etc. (books and passages, Attachment A). Readability has been determined using the Metametrics© Lexiles proficiency levels appropriate for students in grades 5-8. The Vocabulary Preview/Review and the Language Pattern Alert sections of each lesson provide strategic support for better language comprehension. Tutors gradually release responsibility for learning over the course of the lessons, so that tutees are encouraged to become engaged, self-directed and independent readers and learners.</p> <p>In all lessons, graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers) teach students to reference and categorize information. Writing activities in every lesson include journaling or professional writing for reflection and metacognition.</p> <p>Eight end-of-unit review lessons give students opportunities to compare and contrast reading selections, to apply vocabulary words in context, to survey their attitudes and personal skills in the context of the workplace, and to write about the thematic unit as a whole.</p>

The student is expected to:	
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	Before each reading selection, the tutor and tutee set a purpose for reading that is specific to the text and includes: previewing the materials; discussing their prior knowledge of and experiences with the topic; and making predictions about what they will learn. As they review at the end of the lesson, they check to see if their predictions and understanding are correct. In addition, students verify their comprehension by answering questions on the topic and retelling the story or article in their own words.
(B) ask literal, interpretive, evaluative, and universal questions of text	<p>During and after reading, tutors guide tutees through a series a specific questions based on the actions/events in the reading selection. As they progress to independent reading in Phase II, tutors ask tutees to summarize what they have read and to respond to questions requiring them to analyze and evaluate the details in the text. They assess and evaluate the author's reasoning and the evidence presented, thinking beyond the text and formulating their own opinions. Students formulate their own questions during post-reading activities.</p> <p>Using the Question-Answer Relationships strategy, tutor and tutee learn to identify which questions have literal answers and those that must be interpreted based on their background knowledge and the readers' own experiences and opinions.</p>
(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);	<p>Immediate feedback and frequent comprehension checks are built into the peer learning relationship. In Phase I, tutors are directed to stop at intervals during the reading to ask specific questions of the tutees to determine their level of comprehension. Students reread portions of the text that seem difficult and analyze specific sentences, paragraphs, or selections to ensure understanding. Tutors help tutees determine how a selection moves the action, contributes to the visualization of the plot and setting, and fits into the overall text structure.</p> <p>The <i>Retelling the Story</i> activity asks students to summarize the selection, recounting the central idea and supporting details, the plot events in order, and the author's purpose. In all Phase I and II lessons, students discuss what they "saw" or "heard" while reading the selections. In Phase II, students access background knowledge by making text-to-self, text-to-text and text-to-world connections.</p>
(D) make complex inferences about text and use textual evidence to support understanding;	In each lesson, tutors guide tutees through a series of specific questions requiring them to make complex inferences, and analyze the text during and after they read. Tutors help tutees infer the answer by interpreting details, drawing conclusions, and relating actions/events in the text to their prior knowledge. The Phase II questioning strategy, QAR, trains students to analyze questions, find textual evidence to support their understanding, and infer meaning from context clues.

The student is expected to:	
(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts;	<p>In each lesson, students summarize the book or passage, determine and retell the central idea and supporting details, and discuss the author’s purpose. In the <i>Independent Reading</i> section, tutors ask tutees to summarize what they have read and respond to questions requiring them to analyze and evaluate the details in the text. Using graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers, etc.), students construct visual representations of information to highlight important concepts and frame issues.</p> <p><i>Reading Together/Secondary</i> is organized in themes that span three or four lessons. Students read fiction and informational passages and trade books on a common subject, or multiple chapters of the same books (See books and themes, Attachment A). The end-of -unit lessons provide writing and organizing activities that help students compare and contrast texts within each thematic unit.</p>
(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.	<p>Lessons are organized into thematic units. Through direct tutorial instruction and discussion, use of graphic organizers, and post-reading writing activities, students compare and contrast reading selections within and across units, examine authors’ voices and approaches, and analyze textual similarities and differences. In Phase II (beginning with lesson 17), students make and discuss text connections (text-to-self, text-to-text, text-to-world) to activate prior knowledge and relate the reading selection to other books, plays, movies, and news articles, as well as community and world events. They provide textual evidence as they answer scripted questions during tutorials, and as they plan for and complete the post-reading activities.</p> <p>End-of-unit lessons require students to compare and contrast different genres within the thematic unit, making connections between and across texts.</p>

**Texas Essential Knowledge and Skills for English Language Arts and Reading
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Reading Comprehension Skills: Grade 8

Reading / Comprehension	READING TOGETHER / SECONDARY Correlation
<p>Students use flexible range of metacognitive reading skills assigned and independent reading to understand 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.</p>	<p>Students acquire a range of metacognitive comprehension skills that become more sophisticated as the text increases in complexity, and tutors gradually release responsibility for learning to their tutees. Reading Together/ Secondary uses research-based reading strategies that foster and monitor metacognition and comprehension. Tutor and tutee practice Reciprocal Teaching techniques (Palinscar and Brown, 1984) of self-questioning, summarizing, clarifying and predicting; they set goals for reading, predict, apply background knowledge, organize, monitor, and modify their thinking processes as they read together. Other reading strategies include Anticipation Guides (Herber, 1978), Directed Reading-Thinking Activities (Stauffer, 1969), cause-effect organizers, sequencing charts, and K-W-L charts (Ogle, 1986).</p> <p>In Phase II (beginning in Lesson 17), students continue these techniques and expand to making text connections (text-to-self, text-to-text, and text-to-world) to activate prior knowledge and relate the reading to other books, plays, movies, and news articles, as well as community and world events. Tutor and tutee practice responding to four different approaches to questioning using the Question-Answer Relationships strategy (Raphael, 1986). They build a flexible range of skills they can access to tackle new text, and review language patterns and text features that can help them navigate unfamiliar text. Students are prompted to evaluate whether they have accomplished their purpose for reading, and also whether/how the author has accomplished his or her purpose for writing as well.</p> <p>As the lesson progress, text becomes increasing more complex and encompasses a wide range of genre including informational, fiction, poetry, biography, etc. (books and passages, Attachment A). Readability has been determined using the Metametrics© Lexiles proficiency levels appropriate for students in grades 5-8. The Vocabulary Preview/Review and the Language Pattern Alert sections of each lesson provide strategic support for better language comprehension. Tutors gradually release responsibility for learning over the course of the lessons, so that tutees are encouraged to become engaged, self-directed and independent readers and learners.</p> <p>In all lessons, graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers) teach students to reference and categorize information. Writing activities in every lesson include journaling or professional writing for reflection and metacognition.</p> <p>Eight end-of-unit review lessons give students opportunities to compare and contrast reading selections, to apply vocabulary words in context, to survey their attitudes and personal skills in the context of the workplace, and to write about the thematic unit as a whole.</p>

The student is expected to:	
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	Before reading, the tutor and tutee set a purpose for reading that is specific to the text. They preview the text, discuss prior knowledge of and experiences with the topic, and make predictions about what they will learn. As they review at the end of the lesson, they check to see if their predictions and understanding are correct. In addition, students verify their comprehension by answering questions on the topic and retelling the story or article in their own words.
(B) ask literal, interpretive, evaluative, and universal questions of text;	<p>During and after reading, tutors guide tutees through a series of specific questions based on the actions/events in the reading selection. As they progress to independent reading in Phase II, tutors ask tutees to summarize what they have read and to respond to questions requiring them to analyze and evaluate the details in the text. They assess and evaluate the author's reasoning and the evidence presented, thinking beyond the text and formulating their own opinions. Students formulate their own questions during post-reading activities.</p> <p>Using the Question-Answer Relationship strategy, tutor and tutee learn to identify which questions have literal answers and those that must be interpreted base on their background knowledge and the readers' own experiences and opinions.</p>
(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images)	<p>Immediate feedback and frequent comprehension checks are built into the peer learning relationship. In Phase I, tutors are directed to stop at intervals during the reading to ask specific questions of the tutees to determine their level of comprehension. Students reread portions of the text that seem difficult and analyze specific sentences, paragraphs, or selections to ensure understanding. Tutors help tutees determine how a selection moves the action, contributes to the visualization of the plot and setting, and fits into the overall text structure.</p> <p>The <i>Retelling the Story</i> activity asks students to summarize the selection, recounting the central idea and supporting details, the plot events in order, and the author's purpose. In all Phase I and II lessons, students discuss what they "saw" or "heard" while reading the selections. In Phase II, students access background knowledge by making text-to-self, text to text, and text-to-world connections.</p>
(D) make complex inferences about text and use textual evidence to support understanding	In each lesson, tutors guide tutees through a series of specific questions requiring them to make complex inferences, and analyze the text during and after they read. Tutors help tutees infer the answer by interpreting details, drawing conclusions, and relating actions/events in the text to their prior knowledge. The Phase II questioning strategy, QAR, trains students to analyze questions, find textual evidence to support their understanding, and infer meaning from context clues.

<p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p>	<p>In each lesson, students summarize the book or passage, determine and retell the central idea and supporting details, and discuss the author’s purpose. In the <i>Independent Reading</i> section, tutors ask tutees to summarize what they have read and respond to questions requiring them to analyze and evaluate the details in the text. Using graphic organizers (semantic maps, main idea/supporting details, decision-making charts, cause/effect organizers, etc.), students construct visual representations of information to highlight important concepts and frame issues.</p> <p><i>Reading Together/Secondary</i> is organized in themes that span three or four lessons. Students read fiction and informational passages and trade books on a common subject, or multiple chapters of the same books (See books and themes, Attachment A). The end-of -unit lessons provide writing and organizing activities that help students compare and contrast texts within each thematic unit.</p>
<p>(F) make intertextual links among and across texts including other media (e.g., film, play), and provide textual evidence.</p>	<p>Lessons are organized into thematic units, encouraging students to make intertextual links. Through direct tutorial instruction and discussion, use of graphic organizers and post-reading writing activities, students compare and contrast reading selections within and across units, examine authors’ voices and approaches and analyze textual similarities and differences. In Phase II (beginning with Lesson 17), students make and discuss text connections (text-to-self, text-to-text, text-to-world) to activate prior knowledge and relate the reading selection to other books, plays, movies and news articles, as well as community and world events. They provide textual evidence as they answer scripted questions during tutorials and as they plan for and complete the post-reading activities.</p> <p>End-of-unit lessons require students to compare and contrast different genres within the thematic unit, making connections between and across texts.</p>