

Evaluations of Texas Essential Knowledge and Skills					Panelists Names:		
<b>Subject</b>	<b>Chapter 110. English Language Arts and Reading</b>				<b># Brkouts</b>	86	
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				<b># Brk Addr</b>	0	
<b>Course</b>	<b>§110.15 Reading, Grade 4</b>				<b># Brk Not Addr</b>	0	
<b>Publisher</b>					<b># Stu Exps</b>	37	
<b>Program Title</b>					<b># Stu Exps Addr</b>	0	
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<b>(a) Introduction.</b>							
<p>(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 fourth 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.</p>							
<p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>							
<p>(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.</p>							
<p>(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.</p>							
<p>(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.</p>							

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<p>(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 4 as described in subsection (b) of this section.</p>								
<p>(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.</p>								

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<b>(b) Knowledge and Skills.</b>								
(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					

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(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:	(A) determine the meaning of grade-level academic English words derived from 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:	(A) determine the meaning of grade-level 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					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	(1) use the context of the sentence to determine the meaning of unfamiliar words	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;	(2) use the context of the sentence to determine 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) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);	(1) complete analogies using knowledge of antonyms	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____);	(2) complete analogies using knowledge of synonyms	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(D) identify the meaning of common idioms; and	(1) identify the meaning of common idioms	3					
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(1) use a dictionary or glossary to determine the meanings of unknown 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 or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(2) use a dictionary or glossary to determine the syllabication of unknown words	3					

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(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	(3) use a dictionary or glossary to determine the pronunciation of unknown words	3					
(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:	(A) summarize and explain the lesson or message of a work of fiction as its theme; and	(1) summarize the lesson or message of a work of fiction as its theme	3					

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(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) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	(1) compare the adventures or exploits of characters in traditional and classical literature	3					

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(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:	(A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	(1) explain how the structural elements of poetry relate to form	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) describe the structural elements particular to dramatic literature.	(1) describe the structural elements particular to dramatic literature	3					

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(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:	(A) sequence and summarize the plot's main events and explain their influence on future events;	(1) sequence the plot's main events	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:	(A) sequence and summarize the plot's main events and explain their influence on future events;	(2) summarize the plot's main events	3					

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(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) describe the interaction of characters including their relationships and the changes they undergo; and	(1) describe the interaction of characters including their relationships	3					

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(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) describe the interaction of characters including their relationships and the changes they undergo; and	(2) describe the interaction of characters including the changes they undergo	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:	(C) identify whether the narrator or speaker of a story is first or third person.	(1) identify whether the narrator of a story is first person	3					

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(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) identify whether the narrator or speaker of a story is first or third person.	(2) identify whether the narrator of a story is third person	3					

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(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:	(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	(1) identify similarities between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	3					



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(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:	(A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	(2) identify the differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	3					

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<b>Course</b>	<b>§110.15 Reading, Grade 4</b>				<b># Brk Not Addr</b>	0		
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(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:	(A) identify the author's use of similes and metaphors to produce imagery.	(1) identify the author's use of similes to produce imagery	3					

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(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:	(A) identify the author's use of similes and metaphors to produce imagery.	(2) identify the author's use of metaphors to produce imagery	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:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(1) read independently for a sustained period of time	3					

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(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:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(2) 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:	(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	(3) paraphrase what the reading was about, maintaining logical order	3					

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(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:	(A) explain the difference between a stated and an implied purpose for an expository text.	(1) explain the stated purpose for an expository text	3					

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(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 idea and supporting details in text in ways that maintain meaning;	(1) summarize the main idea in text in ways that maintain meaning	3					

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(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) distinguish fact from opinion in a text and explain how to verify what is a fact;	(1) distinguish fact in a text	3					



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(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) distinguish fact from opinion in a text and explain how to verify what is a fact;	(3) explain how to verify what is a fact	3					

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(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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(1) describe explicit relationships among ideas in texts organized by cause-and-effect	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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(2) describe explicit relationships among ideas in texts organized by sequence	3					

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(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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(3) describe explicit relationships among ideas in texts organized by comparison	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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(4) describe implicit relationships among ideas in texts organized by cause-and-effect	3					

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(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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(5) describe implicit relationships among ideas in texts organized by sequence	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) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and	(6) describe implicit relationships among ideas in texts organized by comparison	3					

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(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 (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	(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:	(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.	(2) use multiple text features to locate information	3					

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(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) explain how an author uses language to present information to influence what the reader thinks or does.	(1) explain how an author uses language to present information to influence what the reader thinks or does	3					
(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:	(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and	(1) determine the sequence of activities needed to carry out a procedure	3					

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(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:	(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	(1) explain factual information presented graphically	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 the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	(1) explain the positive impacts of advertisement techniques used in various genres of media to impact consumer behavior	3					

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(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 the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;	(2) explain the negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	3					



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(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) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and	(1) explain how various design techniques used in media influence the message	3					

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(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) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).	(1) compare various written conventions used for digital media	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 attentively to speakers, ask relevant questions, and make pertinent comments; and	(1) listen attentively to speakers	3					

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(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 attentively to speakers, ask relevant questions, and make pertinent comments; and	(2) ask relevant questions	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 attentively to speakers, ask relevant questions, and make pertinent comments; and	(3) make pertinent comments	3					

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<b>Subchapter</b>	<b>Subchapter A. Elementary</b>				<b># Brk Addr</b>	0		
<b>Course</b>	<b>§110.15 Reading, Grade 4</b>				<b># Brk Not Addr</b>	0		
<b>Publisher</b>					<b># Stu Exps</b>	37		
<b>Program Title</b>					<b># Stu Exps Addr</b>	0		
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(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 involve a series of related sequences of action.	(1) follow 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 involve a series of related sequences of action.	(2) restate oral instructions that involve a series of related sequences of action	3					

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(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 involve a series of related sequences of action.	(3) give oral instructions that involve a series of related sequences of action	3					
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to:	(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	(1) express an opinion supported by accurate information	3					

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(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:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(1) participate in teacher-led discussions by posing questions with appropriate detail	3					

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(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:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(3) participate in teacher-led discussions by providing suggestions that build upon the ideas of others	3					

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(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:	(A) participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	(5) participate in student-led discussions by answering questions with appropriate detail	3					



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(RC-4) 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) establish purposes for reading selected 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					

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<b>Overall Comments</b>								