North East Independent School District | Division of Instruction & Campus Administration | Curriculum & Instruction

PARENT RESOURCES CLICK HERE

Secondary Reading Resource Year at a Glance (YAG)

High School Instructional Plan

Reading Resource III

Course Description	**Reading Resource III is a special education setting language arts course designed to supplement placement in an English class. Strong emphasis will be on phonetic and structural analysis, vocabulary development, and comprehension skills. Texas Essential Knowledge and Skills, pacing, and materials of the general education curriculum may be modified to meet individual needs of students. This course counts as an elective credit. *The DHH Reading Resource course is also aligned and supported by this Instructional Plan. See instructional resources to see the instructional resource used in this classroom.**	
Reading I, II, & III TEKS*	**(a)** Introduction **(1)** reading instruction and high school students: word recognition, vocabulary, comprehension strategies, and fluency **(2)** high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning **(3)** statements that contain the word "including" reference content must be mastered, while those containing "such as" are intended as possible examples **(4)** essential knowledge and skills **Each student will:** **1 (A)(B)** use word recognition strategies	**2 (A)(B)(C)(D)(E)** acquire vocabulary through reading and systematic word study **3 (A)(B)(C)(D)(E)** read for a variety of purposes **4 (A)(B)(C)(D)(E)(F)(G)** comprehend text(s) using effective strategies **5 (A)(B)(C)(D)(E)** draw complex inferences and analyzes and evaluates information within and across texts **6 (A)(B)(C)(D)** read critically to evaluate texts in order to determine the credibility of sources **7 (A)(B)** read with fluency and understanding in increasingly demanding and varied texts **8 (A)(B)(C)(D)** formulate and support responses to a variety of texts **9 (A)(B)(C)(D)(E)** read and respond to informational texts **10 (A)(B)** read to increase knowledge
ELPS	**Click this link to access the ELPS**	
Texas Essential Knowledge and Skills (TEKS)	**(a)** Introduction. **(1)** Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas. **(2)** For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. **(3)** Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. **(4)** The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section. **(b)** Knowledge and skills. **(1)** The student uses a variety of word recognition strategies. The student is expected to: **(A)** apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and	

Copyright © 2025-2026 North East Independent School District (NEISD). All rights reserved. No part of this document may be reproduced, transmitted, or distributed in any form whatsoever without written permission of NEISD.

(B) use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words.

(2) The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, viewing, listening, and discussing;

(B) determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies;

(C) recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations;

(D) apply the knowledge of roots, affixes, and word origins to infer meanings; and

(E) use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and phrases.

(3) The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

(A) read functional texts to complete real-world tasks such as job applications, recipes, and product assembly instructions;

(B) read to complete academic tasks;

(C) read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions;

(D) read to gain content/background knowledge as well as insight about oneself, others, or the world; and

(E) read for enjoyment.

(4) The student comprehends texts using effective strategies. The student is expected to:

(A) use prior knowledge and experience to comprehend;

(B) determine and adjust purpose for reading;

(C) self-monitor reading and adjust when confusion occurs by using appropriate strategies;

(D) summarize texts by identifying main ideas and relevant details;

(E) construct visual images based on text descriptions;

(F) use study skills such as previewing, highlighting, annotating, note taking, and outlining; and

(G) use questioning to enhance comprehension before, during, and after reading.

(5) The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:

(A) find similarities and differences across texts such as explanations, points of view, or themes;

(B) identify explicit and implicit meanings of texts;

(C) support inferences with text evidence and experience;

(D) analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence; and

(E) distinguish facts from simple assertions and opinions.

(6) The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:

(A) identify and analyze the audience, purpose, and message of the text;

(B) evaluate the credibility and relevance of informational sources;

(C) analyze the presentation of information and the strength of quality of the evidence used by the author; and

(D) evaluate the author's motivation, stance, or position and its effect on the validity of the text.

(7) The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

(A) read silently or orally such as paired reading or literature circles for sustained periods of time; and

(B) adjust reading rate based on purposes for reading.

(8) The student formulates and supports responses to a wide variety of texts. The student is expected to:

(A) respond actively to texts in both aesthetic and critical ways;

(B) respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation;

(C) support responses with prior knowledge and experience; and

Copyright © 2025-2026 North East Independent School District (NEISD). All rights reserved. No part of this document may be reproduced, transmitted, or distributed in any form whatsoever without written permission of NEISD.

	(D) support responses with explicit textual information. (9) The student reads and responds to informational texts. The student is expected to: **(A)** generate relevant and interesting questions; **(B)** use text features and graphics to form an overview to determine where to locate information; **(C)** analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution; **(D)** organize and record new information in systematic ways such as outlines, charts, and graphic organizers; and **(E)** communicate information gained from reading. **(10)** The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to: **(A)** compare text events with personal and other readers' experiences; and **(B)** recognize literary themes and connections that cross cultures. **Source Note:** The provisions of this §110.47 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, 35 TexReg 3261.
Instructional Resources	**Lexia PowerUp - An evidence-based reading resource program that supports the following components needed for addressing student needs in the areas of basic reading and is supplemental to the ELAR course of instruction for the student's enrolled grade level. Skills supported include phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The instructional resource utilized by NEISD provides targeted lessons supporting these skills through three primary domains: Word Study, Grammar, and Comprehension.** **This instructional tool accelerates literacy gains for students in grades 6–12 who are at risk of not meeting College and Career-Ready Standards. Designed for today's adolescent learner, students receive personalized placement and instruction in all three domains.** **In the DHH Reading Resource classroom, students use the iReady Reading curriculum to support instruction in that classroom. The iReady program is an evidence-based reading resource program that supports the following components needed for addressing student needs in the areas of basic reading and is supplemental to the ELAR course of instruction for the student's enrolled grade level. The instructional resource utilized by NEISD provides targeted lessons supporting these skills through these primary domains: phonemic awareness, phonics, high-frequency words, informational text comprehension and fictional text comprehension skills. With this program, students of all ages become skillful and analytical readers with this reading program grounded in the best practices of the Science of Reading. Based on deep insights from i-Ready Inform (formerly i-Ready Diagnostic), each student is placed on a personalized path of online lessons. Learners engage with adaptive, research-based instruction that is timely and applicable to their unique learning journey as they build foundational reading and language comprehension skills that empower them to thrive as readers at grade level and beyond. This is a blended learning model that includes direct instruction provided by the teacher with lessons based on their My Path needs for real-time intervention with Reading skills, and is coupled with time on the online program and time to transfer mastered skills to activities independent of the digital platform.**

Copyright © 2025-2026 North East Independent School District (NEISD). All rights reserved. No part of this document may be reproduced, transmitted, or distributed in any form whatsoever without written permission of NEISD.

	****It is important to note that each student is provided with the systematic approach of the program aligned with the scope and sequence of the program and is paced according to diagnostic measures, in alignment with the student's IEP.**
Detailed Scope & Sequence using Lexia PowerUp	**This is a link to a detailed Scope & Sequence provided by the instructional resource we utilize in NEISD to support intervention of these reading TEKS.**

Copyright © 2025-2026 North East Independent School District (NEISD). All rights reserved. No part of this document may be reproduced, transmitted, or distributed in any form whatsoever without written permission of NEISD.