

## Pflugerville ISD Vertical Alignment English III

English II		English III		English IV	
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	II.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<b>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	III.1A determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	IV.1A determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	II.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; <span style="color: red;">TAKS-10.6B Rely on <u>context</u> to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</span> <b>TAKS 10.6F</b> Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u>	<b>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	III.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; <span style="color: red;">TAKS-11.6B Rely on <u>context</u> to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</span> <b>TAKS 11.6F</b> Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u>	<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	IV.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it</b>	II.1C infer word meaning through the identification and analysis of analogies and other word	<b>III.1 Reading/Vocabulary Development. Students understand new vocabulary and</b>	III.1C infer word meaning through the identification and analysis of analogies and other word	<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it</b>	IV.1C use the relationship between words encountered in analogies to determine their meanings (e.g.,

<b>when reading and writing. Students are expected to:</b>	<b>TAKS-10.6G Read and understand analogies</b>	<b>use it when reading and writing. Students are expected to:</b>	relationships; <b>TAKS-11.6G Read and understand analogies</b>	<b>when reading and writing. Students are expected to:</b>	synonyms/antonyms, connotation/denotation);
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	II.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i> ); and	<b>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	III.1D recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	IV.1D analyze and explain how the English language has developed and been influenced by other languages; and
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	II.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>TAKS-10.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</b>	<b>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	III.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. <b>TAKS-11.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</b>	<b>IV.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	IV.1E use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.  <b>Teacher Note: Become familiar with aforementioned reference materials in order to be used effectively.</b>
<b>II.2 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</b>	II.2A compare and contrast differences in similar themes expressed in different time periods; <b>TAKS-10.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</b>	<b>III.2 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</b>	III.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; <b>TAKS-11.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</b>	<b>IV.2 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</b>	IV.2A compare and contrast works of literature that express a universal theme; <b>Note: Describe insights gained about oneself, others, or the world from reading specific texts. (College Readiness Standard)</b>

<p><b>understanding.</b> Students are expected to:</p>		<p><b>understanding.</b> Students are expected to:</p>		<p><b>understanding.</b> Students are expected to:</p>	
<p><b>II.2 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></p>	<p>II.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and <b>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>III.2 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></p>	<p>III.2B relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and <b>Teacher Note:</b> [including folktales, fables, etc.] (College Readiness Standard) <b>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>IV.2 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></p>	<p>IV.2B compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and</p>
<p><b>II.2 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</b></p>	<p>II.2C relate the figurative language of a literary work to its historical and cultural setting. <b>TAKS-10.8D Interpret possible influences of the historical context on a literary work.</b> <b>TAKS-10.11E Connect literature to historical contexts, current events, and his/her own experience.</b></p>	<p><b>III.2 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</b></p>	<p>III.2C relate the main ideas found in a literary work to primary source documents from its historical and cultural setting. <b>TAKS-10.8D Interpret possible influences of the historical context on a literary work.</b> <b>TAKS-11.11E Connect literature to historical contexts, current events, and his/her own experience.</b></p>	<p><b>IV.2 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</b></p>	<p>IV.2C relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time. <b>Note:</b> <b>Recognize Setting of a Work or Portion of a Work Time</b></p> <ul style="list-style-type: none"> <li>• historical/situational (e.g., concentration camp vs. 1940s)</li> <li>• physical (clock</li> </ul>

to:		to:		to:	<p>time, calendar time, etc.)</p> <p>Place</p> <ul style="list-style-type: none"> <li>• real</li> <li>• imaginary</li> </ul> <p>Recognize the Purpose/Significance of Setting</p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique traits/characteristics /belief of characters</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to influence the reader's perceptions/reactions of events/characters</li> <li>• to establish symbols or evoke an emotional response from reader</li> <li>• to contribute to the mood, tone, or atmosphere of a work</li> </ul>
<b>II.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry</b>	II.3 Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in	<b>III.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry</b>	III.3 Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry. <b>TAKS-11.11D Analyze</b>	<b>IV.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry</b>	IV.3 Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.

<p><b>and provide evidence from text to support their understanding.</b></p>	<p>poetry.  <b>TAKS-10.11D</b> Analyze the melodies of literary language, including its use of evocative words and rhythms.  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>and provide evidence from text to support their understanding.</b></p>	<p>[the melodies of] literary language, including its use of evocative words and rhythms.  Teacher Notes: The student expectation identifies literary language and poetic elements “like metaphor, simile, and personification.”  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>and provide evidence from text to support their understanding.</b></p>	<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• the author’s purpose in using a specific metaphor or simile</li> <li>• the author’s purpose in alluding to a specific parable (or other allusion)</li> <li>• • the purpose of the author’s use of rhythms/repetition in a narrative passage</li> <li>• the author’s use of “figurative/vividly descriptive language” such as</li> <li>• specific images and vivid adjectives/adverbs</li> <li>• And including evocative words and rhythms in poetry including:</li> <li>• rhythm</li> <li>• rhyme</li> <li>• meter</li> <li>• sound devices</li> </ul>
<p><b>II.4 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.</b></p>	<p>II.4 Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>III.4 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.</b></p>	<p>III.4 Students are expected to analyze the themes and characteristics in different periods of modern American drama.  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence</p>	<p><b>IV.4 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.</b></p>	<p>IV.4 Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p>

			and experience.		
<b>II.5 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>	II.5A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; <b>TAKS-10.11B</b> Analyze the relevance of setting and time frame to text’s meaning. <b>TAKS-10.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.	<b>III.5 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>	III.5A evaluate how different literary elements (e.g., figurative language, point of view) shape the author’s portrayal of the plot and setting in works of fiction; <b>TAKS-11.11B</b> Analyze the relevance of setting and time frame to text’s meaning. <b>TAKS-11.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.	<b>IV.5 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>	IV.5A analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; <b>Note:</b> After discerning complex plot structures, use evidence to support understanding of theme, stated or implied, to fully understand literary text
<b>II.5 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>	II.5B analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures; <b>TAKS-10.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	<b>III.5 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>	III.5B analyze the internal and external development of characters through a range of literary devices; <b>TAKS-11.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	<b>IV.5 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>	IV.5B analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; <b>Note:</b> Could include reading required novel, sustained, for at least 30 minutes by end of 12 <sup>th</sup> grade.

<p><b>II.5 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></p>	<p>II.5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and <b>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>III.5 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></p>	<p>III.5C analyze the impact of narration when the narrator's point of view shifts from one character to another; and <b>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>IV.5 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></p>	<p>IV.5C compare and contrast the effects of different forms of narration across various genres of fiction; and - <b>Note: Revisiting and using:</b></p> <ul style="list-style-type: none"> <li>• Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters</li> <li>• Map: Classification of Events</li> <li>• Map: Chronology of Events</li> <li>• Map: Cause/Effect</li> <li>• Outline: Classifying ideas (Roman numeral, capital letter plus numbers 1-2)</li> </ul>
<p><b>II.5 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></p>	<p>II.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature. <b>TAKS-10.9A Recognize distinctive and shared characteristics of cultures through reading</b></p>	<p><b>III.5 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></p>	<p>III.5D demonstrate familiarity with works by authors in American fiction from each major literary period. <b>TAKS-11.7E Analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding.</b></p>	<p><b>IV.5 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></p>	<p>IV.5D demonstrate familiarity with works of fiction by British authors from each major literary period.</p>
<p><b>II.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the</b></p>	<p>II.6 Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other</p>	<p><b>III.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the</b></p>	<p>III.6 Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in</p>	<p><b>IV.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the</b></p>	<p>IV.6 Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays,</p>

<p><b>varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b></p>	<p>forms of literary nonfiction.  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.  <b>TAKS-10.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p><b>varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b></p>	<p>literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.  <b>TAKS-11.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p><b>varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b></p>	<p>speeches, and other forms of literary nonfiction.  <b>Note:</b> Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. (College Readiness Standard)</p>
<p><b>II.7 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.</b></p>	<p>II.7 Students are expected to explain the function of symbolism, allegory, and allusions in literary works.  <b>“Allusions” refer to the author’s reference to literary elements (e.g., parables, quotations, history, Biblical, mythological, classical literature).</b>  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>III.7 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.</b></p>	<p>III.7 Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>IV. 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.</b></p>	<p>IV.7 Students are expected to analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.  <b>Note:</b> The significance of the author’s application of: sonnet, free-verse, ode, sounds of poetry, medieval romance, epic, ballad, dramatic monologue, parody, satire, imagery, kenning, allegory, caesura, understatement and repetition</p>
<p><b>II.8 Reading/ Comprehension of Informational</b></p>	<p>II.8 Students are expected to analyze the controlling idea and</p>	<p><b>III.8 Reading/ Comprehension of Informational</b></p>	<p>III.8 Students are expected to analyze how the style, tone, and</p>	<p><b>IV.8 Reading/ Comprehension of Informational</b></p>	<p>IV.8 Students are expected to analyze the consistency and clarity</p>

<p><b>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.</b></p>	<p>specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>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.</b></p>	<p>diction of a text advance the author's purpose and perspective or stance.  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.  Teacher Note: Colleges are noting that students lack the skill to analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written. (College Readiness Standard)</p>	<p><b>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.</b></p>	<p>of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.  <b>Note:</b> Discuss text events related to customs, language, and culture.  Compare/contrast the text events with his/her and other readers' customs</p>
<p><b>II.9 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></p>	<p>II.9A summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;  <b>TAKS-10.7F</b> Produce summaries of texts by identifying main ideas and their supporting details  <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>III.9 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></p>	<p>III.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;  <b>TAKS-11.7F</b> Produce summaries of texts by identifying main ideas and their supporting details.  <b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><b>IV.9 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></p>	<p>IV.9A summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p>

<p><b>II.9 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></p>	<p>II.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; <b>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>III.9 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></p>	<p>III.9B distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; <b>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</b></p>	<p><b>IV.9 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></p>	<p>IV.9B explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;</p>
<p><b>II.9 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></p>	<p>II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and <b>Note: Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.] TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. TAKS-10.12A Analyze characteristics of clearly</b></p>	<p><b>III.9 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></p>	<p>III.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and <b>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. TAKS-11.12A Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</b></p>	<p><b>IV.9 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></p>	<p>IV.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and <b>SAT Note: Answering multiple choice questions, as on the SAT, is a deductive process.</b></p>

	written text, including the patterns of organization, syntax and word choice.				
<b>II.9 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>	II.9D synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <b>TAKS-10.10B</b> Use elements of text to defend his/her own responses and interpretations	<b>III.9 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>	III.9D synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence. <b>TAKS-11.10B</b> Use elements of text to defend his/her own responses and interpretations	<b>IV.9 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>	IV.9D synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.
<b>II.10 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:</b>	II.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and <b>Note:</b> An understanding of logical fallacies is helpful here. <b>TAKS-10.12B</b> Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility. <b>TAKS-10.12C</b> Recognize logical, deceptive, and/or faulty modes of persuasion in	<b>III.10 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:</b>	III.10A evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and <b>TAKS-10.12B</b> Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility. <b>TAKS-11.12C</b> Recognize logical, deceptive, and/or faulty modes of persuasion in texts Teacher Note: Identify explicit and implicit textual information including main ideas and author’s purpose.	<b>IV.10 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:</b>	IV.10A evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and

	texts				
<b>II.10 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:</b>	<p>II.10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p> <p><b>TAKS-10.12C</b> Recognize logical, deceptive, and/or faulty modes of persuasion in texts</p> <p><b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<b>III.10 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:</b>	<p>III.10B analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.</p> <p><b>TAKS-11.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<b>IV.10 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:</b>	<p>IV.10B draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p>
<b>II.11 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>	<p>II.11A evaluate text for the clarity of its graphics and its visual appeal; and</p> <p><b>TAKS-10.19C</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<b>III.11 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>	<p>III.11A evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p>	<b>IV.11 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>	<p>IV.11A draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and</p> <p><b>Note:</b> Recognize relevance of pathos, logos and ethos in a text</p>

<p><b>II.11 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></p>	<p>II.11B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). <b>TAKS-10.20B</b> Deconstruct media to get the main idea of the message's content</p>	<p><b>III.11 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></p>	<p>III.11B translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p><b>IV.11 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></p>	<p>IV.11B evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations. <b>Note: Recognize that aesthetic elements of specific titles, subheadings, and other features evoke sensory responses (e.g., to sight, smell, hearing, and touch)</b></p>
<p><b>II.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>II.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p><b>III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>III.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p><b>IV.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>IV.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>
<p><b>II.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly</b></p>	<p>II.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); <b>TAKS-10.20B</b> Deconstruct media to get the main idea of the message's content.</p>	<p><b>III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly</b></p>	<p>III.12B evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; <b>TAKS-11.20B</b> Deconstruct media to get the main idea of the message's content.</p>	<p><b>IV.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly</b></p>	<p>IV.12B evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p>

<p><b>more complex texts. Students are expected to:</b></p>	<p><b>TAKS-10.20C</b> Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.</p>	<p><b>more complex texts. Students are expected to:</b></p>	<p><b>TAKS-11.20C</b> Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.</p>	<p><b>more complex texts. Students are expected to:</b></p>	
<p><b>II.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>II.12C examine how individual perception or bias in coverage of the same event influences the audience; and <b>TAKS-10.19B</b> Analyze relationships, ideas, and cultures as represented in various media. <b>TAKS-10.19C</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p><b>III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>III.12C evaluate the objectivity of coverage of the same event in various types of media; and <b>TAKS-11.19B</b> Analyze relationships, ideas, and cultures as represented in various media. <b>TAKS-11.19C</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p><b>IV.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>IV.12C evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and</p>
<p><b>II.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>II.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p>	<p><b>III.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>III.12D evaluate changes in formality and tone across various media for different audiences and purposes.</p>	<p><b>IV.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b></p>	<p>IV.12D evaluate changes in formality and tone across various media for different audiences and purposes.</p>

<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>II.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>III.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea (voice); <i>In the TEKS, voice is called controlling idea.</i></p>	<p><b>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>IV.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>II.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; <b>Note:</b> Phrasing is awkward here. The transitions and rhetorical devices are to be included in the draft. <b>TAKS-10.1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p><b>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>III.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning; <b>TAKS-11.1C</b> Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Organized is stated as structure ideas in a sustained and persuasive way.</p>	<p><b>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>IV.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;</p>
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising,</b></p>	<p>II.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of</p>	<p><b>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising,</b></p>	<p>III.13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and</p>	<p><b>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting,</b></p>	<p>IV.13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and</p>

<p><b>editing, and publishing) to compose text. Students are expected to:</b></p>	<p>meaning after rethinking how well questions of purpose, audience, and genre have been addressed;  <b>TAKS-10.1B Write in a voice and style appropriate to audience and purpose</b></p>	<p><b>editing, and publishing) to compose text. Students are expected to:</b></p>	<p>logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;  <b>TAKS-11.1B Write in a voice and style appropriate to audience and purpose. In the TEKS, voice is called controlling idea.</b></p>	<p><b>revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>II.13D edit drafts for grammar, mechanics, and spelling; and  <b>Note: TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</b></p>	<p><b>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>III.13D edit drafts for grammar, mechanics, and spelling; and  <b>TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</b></p>	<p><b>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>IV.13D edit drafts for grammar, mechanics, and spelling; and  <b>Note: Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. (College Readiness Standard)</b></p>
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  <b>TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content</b></p>	<p><b>III.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>III.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  <b>TAKS-11.2B Develop drafts both alone and collaboratively by organizing and reorganizing content</b></p>	<p><b>IV.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b></p>	<p>IV.13E revises final draft in response to feedback from peers and teacher and publishes written work for appropriate audiences.</p>

	<p>and by refining style to suit occasion, audience and purpose.</p> <p><b>TAKS 10.3D</b> Produce error-free writing in the final draft.</p>		<p>and by refining style to suit occasion, audience and purpose.</p> <p><b>TAKS 11.3D</b> Produce error-free writing in the final draft.</p>		
<p><b>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>II.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>	<p><b>III.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>III.14A write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>	<p><b>IV.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>IV.14A write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p>
<p><b>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>II.14B write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and</p>	<p><b>III.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>III.14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p>	<p><b>IV.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</b></p>	<p>IV.14B write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p>
<p><b>II.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are</b></p>	<p>II.14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p><b>III.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary</b></p>	<p>III.14C write a script with an explicit or implicit theme, using a variety of literary techniques.</p>	<p><b>IV.14 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary</b></p>	<p>IV.14C write a script with an explicit or implicit theme, using a variety of literary techniques.</p>

<b>expected to:</b>		<b>writing. Students are expected to:</b>		<b>writing. Students are expected to:</b>	
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15A write an analytical essay of sufficient length that includes:	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15A write an analytical essay of sufficient length that includes:	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15A write an analytical essay of sufficient length that includes:
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15A write an analytical essay of sufficient length that includes: II.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15A write an analytical essay of sufficient length that includes: III.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15A write an analytical essay of sufficient length that includes: IV.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15A write an analytical essay of sufficient length that includes: II.15A(ii) rhetorical devices, and transitions between paragraphs;	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15A write an analytical essay of sufficient length that includes: III.15A(ii) rhetorical devices, and transitions between paragraphs;	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15A write an analytical essay of sufficient length that includes: IV.15A(ii) rhetorical devices, and transitions between paragraphs;

<p><b>II.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>II.15A write an analytical essay of sufficient length that includes: II.15A(iii) a thesis or controlling idea;</p>	<p><b>III.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>III.15A write an analytical essay of sufficient length that includes: III.15A(iii) a clear thesis statement or controlling idea (voice) ;</p>	<p><b>IV.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>IV.15A write an analytical essay of sufficient length that includes: IV.15A(iii) a clear thesis statement or controlling idea;</p>
<p><b>II.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>II.15A write an analytical essay of sufficient length that includes: II.15A(iv) an organizing structure appropriate to purpose, audience, and context;</p>	<p><b>III.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>III.15A write an analytical essay of sufficient length that includes: III.15A(iv) a clear organizational schema for conveying ideas;</p>	<p><b>IV.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>IV.15A write an analytical essay of sufficient length that includes: IV.15A(iv) a clear organizational schema for conveying ideas;</p>
<p><b>II.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>II.15A write an analytical essay of sufficient length that includes: II.15A(v) relevant evidence and well-chosen details; and</p>	<p><b>III.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>III.15A write an analytical essay of sufficient length that includes: III.15A(v) relevant and substantial evidence and well-chosen details; and</p>	<p><b>IV.15 Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	<p>IV.15A write an analytical essay of sufficient length that includes: IV.15A(v) relevant and substantial evidence and well-chosen details;</p>
<p><b>II.15 Writing/Expository and Procedural Texts.</b> Students write</p>	<p>II.15A write an analytical essay of sufficient length that includes:</p>	<p><b>III.15 Writing/Expository and Procedural Texts.</b> Students write</p>	<p>III.15A write an analytical essay of sufficient length that includes:</p>	<p><b>IV.15 Writing/Expository and Procedural Texts.</b> Students write</p>	<p>IV.15A write an analytical essay of sufficient length that includes:</p>

<b>expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15A(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	<b>expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15A(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	<b>expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15A(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and
				<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15A write an analytical essay of sufficient length that includes: IV.15A(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas</b>	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(i) organized and	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(i) a clearly	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(i) a clearly

<b>and information to specific audiences for specific purposes. Students are expected to:</b>	accurately conveyed information;	<b>and information to specific audiences for specific purposes. Students are expected to:</b>	stated purpose combined with a well-supported viewpoint on the topic;	<b>and information to specific audiences for specific purposes. Students are expected to:</b>	stated purpose combined with a well-supported viewpoint on the topic;
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(ii) reader-friendly formatting techniques; and	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(ii) appropriate formatting structures (e.g., headings, graphics, white space);	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(ii) appropriate formatting structures (e.g., headings, graphics, white space);
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(iii) anticipation of readers' questions;	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(iii) relevant questions that engage readers and consider their needs;	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(iii) relevant questions that engage readers and address their potential problems and misunderstandings;
		<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(iv) accurate technical information in accessible language; and	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(iv) accurate technical information in accessible language; and

		<b>Students are expected to:</b>		<b>Students are expected to:</b>	
		<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(v) appropriate organizational structures supported by facts and details (documented if appropriate);	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15B write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: IV.15B(v) appropriate organizational structures supported by facts and details (documented if appropriate);
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15C write an interpretation of an expository or a literary text that:	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15C write an interpretation of an expository or a literary text that:
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b>	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(i) extends beyond a summary and literal analysis;	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b>	III.15C write an interpretation of an expository or a literary text that: III.15C(i) advances a clear thesis statement;	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b>	IV.15C write an interpretation of an expository or a literary text that: IV.15C(i) advances a clear thesis statement;

<p><b>Students are expected to:</b></p>		<p><b>Students are expected to:</b></p>		<p><b>Students are expected to:</b></p>	
<p><b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p>	<p><b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>III.15C write an interpretation of an expository or a literary text that: III.15C(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p>	<p><b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>IV.15C write an interpretation of an expository or a literary text that: IV.15C(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;</p>
<p><b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and</p>	<p><b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>III.15C write an interpretation of an expository or a literary text that: III.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p>	<p><b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b></p>	<p>IV.15C write an interpretation of an expository or a literary text that: IV.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p>
		<p><b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b></p>	<p>III.15C write an interpretation of an expository or a literary text that: III.15C(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and</p>	<p><b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</b></p>	<p>IV.15C write an interpretation of an expository or a literary text that: IV.15C(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and</p>

		<b>Students are expected to:</b>		<b>Students are expected to:</b>	
		<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15C write an interpretation of an expository or a literary text that: III.15C(v) anticipates and responds to readers' questions or contradictory information; and	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15C write an interpretation of an expository or a literary text that: IV.15C(v) anticipates and responds to readers' questions and contradictory information; and
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	II.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. <b>TAKS-10.21D</b> Create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences	<b>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	III.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	<b>IV.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>	IV.15D produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16A a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);</p>
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p>
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16C counter-arguments based on evidence to anticipate and address objections;</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16C an organizing structure appropriate to the purpose, audience, and context;</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16C an organizing structure appropriate to the purpose, audience, and context;</p>

<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16D an organizing structure appropriate to the purpose, audience, and context;</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16D information on the complete range of relevant perspectives;</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16D information on the complete range of relevant perspectives;</p>
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16E an analysis of the relative value of specific data, facts, and ideas; and</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used; and</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p>
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p>	<p>II.16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>	<p><b>III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>III.16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16F language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p>

<p><b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  <b>TAKS-10.5A Evaluate writing for both mechanics and content</b></p>	<p><b>III.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>III.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and  <b>TAKS-11.5A Evaluate writing for both mechanics and content</b>  <b>TAKS-11.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</b></p>	<p><b>IV.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</b></p>	<p>IV.16G an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p>
<p><b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  II.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);  <b>Note: pronoun usage with verbals:</b></p> <ul style="list-style-type: none"> <li>• Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.)</li> <li>• Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.)</li> </ul> <p><b>TAKS-10.3C Compose increasingly more</b></p>			<p><b>IV.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>IV.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p>

	involved sentences that contain gerunds, participles, and infinitives in their various functions				
<b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>	II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(ii) restrictive and nonrestrictive relative clauses; and				
<b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b>	II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: II.17A(iii) reciprocal pronouns (e.g., each other, one another); <b>Note:</b> <ul style="list-style-type: none"> <li>Emphatic/reflexive (He himself will pay the damages.)</li> <li>Indefinite (all, any, both, each, either, everybody, none, several, some, someone)</li> </ul>				
<b>II.17 Oral and Written Conventions/Conventions</b>	II.17B identify and use the subjunctive mood to express doubts, wishes,	<b>III.17 Oral and Written Conventions/Conventions</b>	III.17B use a variety of correctly structured sentences (e.g.,	<b>IV.17 Oral and Written Conventions/Conventions</b>	IV.17B use a variety of correctly structured sentences (e.g.,

<p><b>ons. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>and possibilities; and</p>	<p><b>ons. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>compound, complex, compound-complex).  <b>TAKS-11.3B</b>          Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism.</p>	<p><b>ons. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>compound, complex, compound-complex).  <b>Teacher Note:</b>          Teaching integral parts of complex sentences such as: Verbals and Verbal Phrases (Infinitives, Gerunds, and Participles)</p>
<p><b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>II.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).  <b>Note:</b>  <b>Subject-Verb agreement</b></p> <ul style="list-style-type: none"> <li>• When noun or prepositional is placed between subject and verb (The list of addresses was prepared by the secretary.)</li> <li>• When the verb precedes the subject (In this catalog are the requirements for admission, the courses, and the fees.)</li> </ul> <p>Confusing conjunctions (as, as if that, whether)          Parallel structure  <b>TAKS-10.3B</b>          Demonstrate control over grammatical elements such as subject-verb agreement,</p>				

	pronoun antecedent agreement, verb forms, and parallelism				
<b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	II.18A use conventions of capitalization; and <b>TAKS-10.3A</b> Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses	<b>III.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization. <b>Notes:</b> <ul style="list-style-type: none"> <li>• Comma usage in complex sentences, compound/complex sentences.</li> <li>• Comma use in sentences with participle phrases, subordinate clauses.</li> <li>• Semicolon usage in compound/complex sentences.</li> <li>• Colon usage in the business letter and in formal and long quotation of text.</li> <li>• Indefinite pronouns (all, any, both, each, either, everybody, none, several, some, someone).</li> <li>• Verbs, active and passive.</li> <li>• Verbals: infinitives, gerunds, participles (Infinitives introduced at grade 7, grade 10 introduces gerund</li> </ul>	<b>IV.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:	IV.18 correctly and consistently use conventions of punctuation and capitalization. <b>Notes:</b> <ul style="list-style-type: none"> <li>• Dash,</li> <li>• Quotes inside of Quotes,</li> <li>• colon in use of formal or long quotations,</li> <li>• semicolon,</li> <li>• confusing conjunctions (as, as if that, whether)</li> </ul>

			<p>and participle, review of infinitive).</p> <ul style="list-style-type: none"> <li>• Conjunctions: “confusing” conjunctions (as, as if that, whether)</li> <li>• Subordinate conjunctions (as, because, inasmuch as, now, that...)</li> </ul> <p><b>TAKS-11.3A</b> Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses.</p>		
<p><b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b></p>	<p>II.18B use correct punctuation marks including:  <b>TAKS-10.3A</b> Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses</p>				
<p><b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b></p>	<p>II.18B use correct punctuation marks including:  II.18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;  <b>Notes:</b>  <b>Comma usage:</b></p> <ul style="list-style-type: none"> <li>• In nominative address/direct</li> </ul>				

	<p>address (command) (Jack, jump over the candlestick.)</p> <ul style="list-style-type: none"> <li>• In compound-complex sentences</li> <li>• In participial phrases</li> <li>• In subordinate (dependent) clauses (adjective and adverb)</li> </ul> <p>Semicolons in compound-complex sentences</p>				
<p><b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>II.18B use correct punctuation marks including: II.18B(ii) quotation marks to indicate sarcasm or irony; and <b>Example:</b> Whenever Algernon wants to avoid an unwelcome social obligation, he makes an ostensible visit to his "sick friend".</p>				
<p><b>II.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	<p>II.18B use correct punctuation marks including: II.18B(iii) dashes to emphasize parenthetical information. <b>Example:</b> When you come in—or go out—don't forget to shut the door.</p>				
<p><b>II.19 Oral and Written Conventions/Spelling.</b> Students spell</p>	<p>II.19 Students are expected to spell correctly, including using various resources</p>	<p><b>III.19 Oral and Written Conventions/Spelling.</b> Students spell</p>	<p>III.19 Students are expected to spell correctly, including using various resources</p>	<p><b>IV.19 Oral and Written Conventions/Spelling.</b> Students spell</p>	<p>IV.19 Students are expected to spell correctly, including using various resources</p>

<b>correctly.</b>	to determine and check correct spellings.	<b>correctly.</b>	to determine and check correct spellings.	<b>correctly.</b>	to determine and check correct spellings.
<b>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>II.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between researchable and non-researchable questions</li> <li>• Frame clear, researchable questions</li> <li>• Revise questions to make them researchable</li> </ul> <p><b>TAKS-10.4A</b> Use writing to formulate questions, refine topics, and clarify ideas</p>	<b>III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>III.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<b>IV.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>IV.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>
<b>II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>II.20B formulate a plan for engaging in research on a complex, multi-faceted topic.</p> <p><b>TAKS-10.4B</b> Use writing to discover, organize, and support what is known and what needs to be learned about a topic</p>	<b>III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>III.20B formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>	<b>IV.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>	<p>IV.20B formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>
<b>II.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research</b>	<p>II.21A follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of</p>	<b>III.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research</b>	<p>III.21A follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between</p>	<b>IV.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research</b>	<p>IV.21A follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between</p>

<b>question and systematically record the information they gather. Students are expected to:</b>	inquiry;	<b>question and systematically record the information they gather. Students are expected to:</b>	reliable and unreliable sources and avoiding over-reliance on one source;	<b>question and systematically record the information they gather. Students are expected to:</b>	reliable and unreliable sources and avoiding over-reliance on one source;
<b>II.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	II.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	<b>III.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	III.21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	<b>IV.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	IV.21B systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and
<b>II.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	II.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). <b>Notes:</b> <ul style="list-style-type: none"> <li>• Where to place period when using parenthetical documentation</li> <li>• Colon to introduce formal or long quotation</li> <li>• Indenting long quotations and omitting quotation marks</li> <li>• Parenthetical documentation, e.g., MLA documentation</li> </ul> <b>Brackets</b> <ul style="list-style-type: none"> <li>• Enclosing words and phrases</li> </ul>	<b>III.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	III.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. <b>Note:</b> Quotation usage of single quotation marks (quotes inside of quotes). <b>Note:</b> use source material ethically (College Readiness Standard)	<b>IV.21 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>	IV.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. <b>Note:</b> use source material ethically (College Readiness Standard)

	<p>independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth.)</p> <ul style="list-style-type: none"> <li>In quotations to indicate a change by the writer quoting the material</li> </ul> <p>Embedded Quotations introduced indirectly in the text: The author called the character “an embodiment of all the people I know.”)</p>				
<p><b>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>II.22A modify the major research question as necessary to refocus the research plan;</p>	<p><b>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>III.22A modify the major research question as necessary to refocus the research plan;</p>	<p><b>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>IV.22A modify the major research question as necessary to refocus the research plan;</p>
<p><b>II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>II.22B evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and</p>	<p><b>III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>III.22B differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p>	<p><b>IV.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p>	<p>IV.22B differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p>

<b>II.22</b> <b>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>	II.22C critique the research process at each step to implement changes as the need occurs and is identified.	<b>III.22</b> <b>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>	III.22C critique the research process at each step to implement changes as the need occurs and is identified.	<b>IV.22</b> <b>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>	IV.22C critique the research process at each step to implement changes as the need occurs and is identified.
<b>II.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>	II.23A marshals evidence in support of a clear thesis statement and related claims;	<b>III.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b>	III.23A provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	<b>IV.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b>	IV.23A provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;
<b>II.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>	II.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	<b>III.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b>	III.23B uses a variety of formats and rhetorical strategies to argue for the thesis;	<b>IV.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b>	IV.23B uses a variety of formats and rhetorical strategies to argue for the thesis;
<b>II.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according</b>	II.23C uses graphics and illustrations to help explain concepts where appropriate;	<b>III.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according</b>	III.23C develops an argument that incorporates the complexities of and discrepancies in information from	<b>IV.23</b> <b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information</b>	IV.23C develops an argument that incorporates the complexities of and discrepancies in information from

<p><b>to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b></p>		<p><b>to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>multiple sources and perspectives while anticipating and refuting counter-arguments;</p>	<p><b>according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>multiple sources and perspectives while anticipating and refuting counter-arguments;  <b>Note: Use information source material ethically (College Readiness Standard)</b></p>
<p><b>II.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b></p>	<p>II.23D uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and</p>	<p><b>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>III.23D uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials; and  <b>Note: Parenthetical documentation.</b></p>	<p><b>IV.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>IV.23D uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials; and</p>
<p><b>II.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b></p>	<p>II.23E uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p><b>III.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>III.23E is of sufficient length and complexity to address the topic.</p>	<p><b>IV.23 Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</b></p>	<p>IV.23E is of sufficient length and complexity to address the topic.</p>

<p><b>II.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>II.24A listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;  <b>TAKS-10.14A</b> Focus attention, interpret, respond, and evaluate speaker's message</p>	<p><b>III.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>III.24A listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p>	<p><b>IV.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>IV.24A listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p>
<p><b>II.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>II.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>	<p><b>III.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>III.24B evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.</p>	<p><b>IV.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>IV.24B assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.  <b>Note 1:</b> adjust presentation (delivery, vocabulary, length) to particular audiences and purposes based on assessment (College Readiness Standard)  <b>Note 2:</b> Interpret a speaker's message; identify the position taken and the evidence in support of that position. (College Readiness Standard)</p>
<p><b>II.24 Listening and Speaking/Listening.</b> Students will use comprehension skills to listen attentively to others in formal and informal settings.</p>	<p>II.24C evaluate how the style and structure of a speech support or undermine its purpose or meaning.  <b>TAKS-10.15C</b> Evaluate informative and</p>				

<p><b>Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p>	<p>persuasive presentations of peers, public presenters, and media presentations</p>				
<p><b>II.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b></p>	<p>II.25 Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. <b>TAKS-10.16D</b> Use effective verbal and nonverbal strategies in presenting oral message</p>	<p><b>III.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b></p>	<p>III.25 Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. <b>Note:</b> Colleges are noting that students lack particular skills concerning individual oral communication and one-on-one situational wherewithal. Teachers should gauge students to participate actively and effectively in one-on-one oral communication situations. (College Readiness Standard)</p>	<p><b>IV.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</b></p>	<p>IV.25 Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. <b>Note:</b> Colleges are noting that students lack particular skills concerning individual oral communication and one-on-one situational wherewithal. Teachers should gauge students to participate actively and effectively in one-on-one oral communication situations. (College Readiness Standard)</p>
<p><b>II.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier</b></p>	<p>II.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for</p>	<p><b>III.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier</b></p>	<p>III.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals,</p>	<p><b>IV.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier</b></p>	<p>IV.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals,</p>

<b>standards with greater complexity.</b>	consensus-building, and setting ground rules for decision-making.	<b>standards with greater complexity.</b>	asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	<b>standards with greater complexity.</b>	asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
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**Figure: 19 TAC §110.17(b)**

<b>English II</b> (§110.32 English Language Arts and Reading)	<b>English III</b> (§110.33 English Language Arts and Reading)	<b>English IV</b> (§110.34 English Language Arts and Reading)
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:	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:	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) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.	(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.	(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and (B) make complex inferences about text and use textual evidence to support understanding.