

Pflugerville ISD Vertical Alignment English II

English I		English II		English III	
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.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;</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>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;</p>	<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>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;</p>
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; Notes: Connotative meaning is the emotional content, significance or implied meaning of a word, phrase, or sentence Denotative meaning is the actual, literal, explicit meaning of a word, phrase, or sentence Students identify denotative and connotative meanings with:</p> <ul style="list-style-type: none"> • Figurative language (Simile, metaphor, personification, etc) • Multiple-meaning words • Idioms • Technical 	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; TAKS-10.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary TAKS 10.6F Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u></p>	<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>III.1B analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; TAKS-11.6B Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary TAKS 11.6F Discriminate between connotative and denotative meanings and interpret the <u>connotative power of words</u></p>

	<p>vocabulary</p> <ul style="list-style-type: none"> Context clues Synonyms, antonyms, homonyms <p>TAKS-9.6B <u>Rely on context</u> to determine meanings of words and phrases such as figurative language, idioms, multiple-meaning words, and technical vocabulary</p>				
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1C produce analogies that describe a function of an object or its description; Note: The most basic test of the validity of an analogy is to determine whether or not there are more similarities or differences between the two persons/ places/ things/ events that are being compared TAKS-9.6F Identify and produce the relation of word meanings in analogies, homonyms, synonyms / antonyms, and connotation / denotation</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>II.1C infer word meaning through the identification and analysis of analogies and other word TAKS-10.6G Read and understand analogies</p>	<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>III.1C infer word meaning through the identification and analysis of analogies and other word relationships; TAKS-11.6G Read and understand analogies</p>
<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.1D describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>); and</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>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</p>	<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>III.1D recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and</p>

<p>I.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>I.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. Note: determining accurate use, pronunciation, and part of speech should also be emphasized TAKS-9.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>	<p>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>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. TAKS-10.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>	<p>III.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>III.1E use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. TAKS-11.6E Use reference materials such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage</p>
<p>I.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:</p>	<p>I.2A analyze how the genre of texts with similar themes shapes meaning; Note: Ongoing reading process skill TAKS-9.11A Recognize the theme (general observation about life or human nature) within a text.</p>	<p>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:</p>	<p>II.2A compare and contrast differences in similar themes expressed in different time periods; TAKS-10.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p>	<p>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:</p>	<p>III.2A analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; TAKS-11.11A Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p>

<p>I.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:</p>	<p>I.2B analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p> <p>Note: Connect influences to</p> <ul style="list-style-type: none"> • Historical context • Personal experience (including culturally diverse examples and current events) <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text.</p> <p>Definitions:</p> <p>Infer: take specific information (from text and /or prior experience /learning) to draw a conclusion or form a generalization; an inductive process: “reading between the lines.” [The writer implies; the reader infers.]</p> <p>Draw and Support Conclusions with Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information. Unlike generalizations, conclusions are “some” or “sometimes” statements. Examples:</p> <ul style="list-style-type: none"> • A statement about an 	<p>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:</p>	<p>II.2B analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and</p> <p>TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>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:</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</p> <p>Teacher Note: [including folktales, fables, etc.] (College Readiness Standard)</p> <p>TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
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	<p>individual person, place, thing, or event;</p> <ul style="list-style-type: none"> • A statement/ conclusion about the future = prediction; • A statement/ conclusion about why something happened=cause/ effect <p>Generalization: A statement about a group/ class of persons, places, things, or events supported by accurate information. Unlike conclusions, generalizations are “all” or “always” statements. Examples:</p> <ul style="list-style-type: none"> • A straightforward statement about a group/class of persons, places, things, or events • A statement/ generalizations about the future=prediction • A statement/ conclusion about why something happened=cause/ effect <p>Inductive and Deductive processes: draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text</p> <p>TAKS Note: Open-ended / constructed</p>				
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	response items on TAKS require inductive thinking: drawing conclusion and supporting that conclusion with specific text evidence, primarily direct quotations				
I.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:	I.2C relate the figurative language of a literary work to its historical and cultural setting. TAK-9.8D Interpret possible influences of the historical context on a literary work. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	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:	II.2C relate the figurative language of a literary work to its historical and cultural setting. TAKS-10.8D Interpret possible influences of the historical context on a literary work. TAKS-10.11E Connect literature to historical contexts, current events, and his/her own experience.	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:	III.2C relate the main ideas found in a literary work to primary source documents from its historical and cultural setting. TAKS-10.8D Interpret possible influences of the historical context on a literary work. TAKS-11.11E Connect literature to historical contexts, current events, and his/her own experience.
I.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	I.3 Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. TAKS-9.11G Recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning. TAKS-9.7H Draw inferences such as conclusions, generalizations, and	II.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	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 poetry. TAKS-10.11D Analyze the melodies of literary language, including its use of evocative words and rhythms. TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support	III.3 Reading/ Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	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. TAKS-11.11D Analyze [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

	predictions and support them from text. (See I.2B)		them with text evidence and experience.		personification.” TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.
I.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.	I.4 Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	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.	II.4 Students are expected to analyze how archetypes and motifs in drama affect the plot of plays. TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	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.	III.4 Students are expected to analyze the themes and characteristics in different periods of modern American drama. TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.
I.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:	I.5A analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; Note: Moves beyond linear plot development – exposition, rising action, climax, falling action, resolution, subplots, and conflict— from grade 8. TAKS-9.11B Analyze the relevance of setting and time frame to text’s meaning. Relevance of Time: <ul style="list-style-type: none"> historical/situational (e.g. concentration camp vs. 1940s) physical (clock time, 	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:	II.5A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; TAKS-10.11B Analyze the relevance of setting and time frame to text’s meaning. TAKS-10.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.	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:	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; TAKS-11.11B Analyze the relevance of setting and time frame to text’s meaning. TAKS-11.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved.

	<p>calendar time, etc.)</p> <p>Relevance of Place</p> <ul style="list-style-type: none"> • Real • Imaginary <p>TAKS-9.11D Identify basic conflicts.</p> <p>Conflict Types</p> <ul style="list-style-type: none"> • Man v. Man (external) • Man v. Society (external) • Man v. Environment (external) • Man v. Fate (such as mythology or drama) • Man v. Self (internal) <p>How conflicts are addressed and resolved</p> <ul style="list-style-type: none"> • Everybody wins • Flight • Fight • Death • Compromise • Someone wins; someone loses • Acceptance • Unresolved <p>TAKS-9.11E Analyze the development of plot in narrative text. Remember: Plot is more than simply the arrangement of happenings...It is the result of the writer's deliberate selection of interrelated actions.</p> <p>Other things to consider:</p> <ul style="list-style-type: none"> • How does the author build suspense? 				
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	<ul style="list-style-type: none"> • The story problem (the central conflict or problem that drives the plot) • When the story problem begins • How the author develops the plot of the passage • How the point of view influences the reader's understanding of a character • The cause(s) of the conflict(s) 				
<p>I.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:</p>	<p>I.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; TAKS-9.11C Analyze characters and identify time and point of view. Traits of Characters</p> <ul style="list-style-type: none"> • Physical Traits • Personal Traits (e.g. moral, ethical, evil, compassionate, loving, wealthy/ poor) • Emotional Traits <p>Motivation of Characters</p> <ul style="list-style-type: none"> • Intellectual Motivation • Emotional Motivation • Physical Motivation <p>Relationships</p>	<p>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:</p>	<p>II.5B analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; TAKS-10.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>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:</p>	<p>III.5B analyze the internal and external development of characters through a range of literary devices; TAKS-11.11C Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>

	<ul style="list-style-type: none"> • Between/among other characters • With self • With society • With nature/environment <p>Changes</p> <ul style="list-style-type: none"> • Intellectual • Emotional • Physical <p>Types of Characters</p> <ul style="list-style-type: none"> • Dynamic • Static • Protagonist • Antagonist • Archetypes – a pattern that occurs over and over again in literature (scapegoat, “coming of age”) • Foil <p>Types of Characterization</p> <ul style="list-style-type: none"> • Direct Characterization – what the author tells us about the character directly • Indirect Characterization – What the author implies / the reader infers based on <ul style="list-style-type: none"> ▪ What the character says, does /does not do ▪ What other characters tell us, reactions to the character, ▪ The character’s appearance and 				
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	<p>thoughts/feelings TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>				
<p>I.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:</p>	<p>I.5C analyze the way in which a work of fiction is shaped by the narrator's point of view; and Notes on Point of View:</p> <ul style="list-style-type: none"> • First Person (I, me, we, us) • Second Person (you) • Third Person Omniscient (he, she, they...All thoughts are known) • Third Person Limited (he, she, them...Limited to a character's perspective) <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>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:</p>	<p>II.5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>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:</p>	<p>III.5C analyze the impact of narration when the narrator's point of view shifts from one character to another; and TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
<p>I.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.</p>	<p>I.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.</p>	<p>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.</p>	<p>II.5D demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature. TAKS-10.9A Recognize distinctive and shared characteristics of cultures through reading</p>	<p>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.</p>	<p>III.5D demonstrate familiarity with works by authors in American fiction from each major literary period. TAKS-11.7E Analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence</p>

Students are expected to:		Students are expected to:		Students are expected to:	understanding.
I.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	I.6 Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	II.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	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 forms of literary nonfiction. 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 written text, including the patterns of organization, syntax and word choice.	III.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	III.6 Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. 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.
I.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.	I.7 Students are expected to explain the role of irony, sarcasm, and paradox in literary works. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	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.	II.7 Students are expected to explain the function of symbolism, allegory, and allusions in literary works. "Allusions" refer to the author's reference to literary elements (e.g., parables, quotations, history, Biblical, mythological, classical literature). TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support	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.	III.7 Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works. TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.

			them with text evidence and experience.		
I.8 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	I.8 Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. TAKS-9.7F Identify main ideas and their supporting details. ○ Determining the main idea of entire expository passage ○ Identifying the details that support the controlling idea TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)	II.8 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	II.8 Students are expected to analyze the controlling idea and 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. TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	III.8 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	III.8 Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. TAKS-11.7G 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)
I.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.	I.9A summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; TAKS-9.7G Summarize Texts TAKS Notes:	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.	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; TAKS-10.7F Produce summaries of texts by identifying main ideas	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.	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; TAKS-11.7F Produce summaries of texts by identifying main ideas and their supporting

<p>Students are expected to:</p>	<ul style="list-style-type: none"> • 2-4 sentences, generally • The main idea of the passage • Multiple, accurate details that support that main idea • Details that come from the beginning, middle, and end of the passage <p>On TAKS, this is tested as “identifying” the best summary in a multiple choice format. Students have not been asked to write a summary on the open-ended questions. TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>Students are expected to:</p>	<p>and their supporting details TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>Students are expected to:</p>	<p>details. TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
<p>I.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:</p>	<p>I.9B differentiate between opinions that are substantiated and unsubstantiated in the text; TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p>	<p>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:</p>	<p>II.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>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:</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; TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>

<p>I.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:</p>	<p>I.9C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B) TAKS-9.12 A Analyze characteristics of text, including its structure, word choices and intended audience. (Literary Analysis)</p> <ul style="list-style-type: none"> • Examples: Compare and Contrast, Cause and Effect, Chronological Ordering, Etc... • Understanding that word choices by an author are deliberate and for a purpose. Determine the purpose and analyze deeper meanings • Author’s use of punctuation (capitalization, end punctuation, italics, ellipses, etc...) • Use and identification of tone, mood, and style including tone shifts. 	<p>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:</p>	<p>II.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and 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 written text, including the patterns of organization, syntax and word choice.</p>	<p>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:</p>	<p>III.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and 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.</p>
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<p>I.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:</p>	<p>I.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. TAKS-9.10B Use elements of text to defend his/her own responses and interpretations.</p>	<p>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:</p>	<p>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. TAKS-10.10B Use elements of text to defend his/her own responses and interpretations</p>	<p>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:</p>	<p>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. TAKS-11.10B Use elements of text to defend his/her own responses and interpretations</p>
<p>I.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:</p>	<p>I.10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and TAKS-9.12B Evaluate the credibility of information sources and determine the writer’s motives. TAKS-9.12C Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction (See I.2B)</p>	<p>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:</p>	<p>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 Note: An understanding of logical fallacies is helpful here. TAKS-10.12B Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility. TAKS-10.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts</p>	<p>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:</p>	<p>III.10A evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts; and TAKS-10.12B Evaluate the credibility of information sources including how the writer’s motivation may affect that credibility. TAKS-11.12C 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.</p>
<p>I.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make</p>	<p>I.10B analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors'</p>	<p>II.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make</p>	<p>II.10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to</p>	<p>III.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make</p>	<p>III.10B analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic,</p>

<p>inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>propositions. Notes: Appeals:</p> <ul style="list-style-type: none"> • Emotional (Pathos), • Logical (Logos), • Ethical (Ethos) <p>Propaganda Techniques</p> <ul style="list-style-type: none"> • Bandwagon • Transfer • Testimonial • Name calling • Expert testimonial • Common man • Patriotic <p>TAKS-9.7H Draw inferences such as conclusions, generalizations, and predictions and support them from text. (See I.2B)</p> <p>TAKS-9.12D Analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.</p>	<p>inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>commonly held opinions, false dilemmas, appeals to pity, and personal attacks. TAKS-10.12C Recognize logical, deceptive, and/or faulty modes of persuasion in texts TAKS-10.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p>inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>and hasty generalizations. TAKS-11.7G Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>
<p>I.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:</p>	<p>I.11A analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p>	<p>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:</p>	<p>II.11A evaluate text for the clarity of its graphics and its visual appeal; and TAKS-10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</p>	<p>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:</p>	<p>III.11A evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p>

<p>I.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:</p>	<p>I.11B analyze factual, quantitative (numerical), or technical data presented in multiple graphical sources.</p>	<p>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:</p>	<p>II.11B synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). TAKS-10.20B Deconstruct media to get the main idea of the message's content</p>	<p>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:</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>I.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:</p>	<p>I.12A compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;</p>	<p>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:</p>	<p>II.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>	<p>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:</p>	<p>III.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>
<p>I.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:</p>	<p>I.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); TAKS-9.20B Deconstruct media to get the main idea of the message's content. TAKS-9.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities,</p>	<p>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:</p>	<p>II.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); TAKS-10.20B Deconstruct media to get the main idea of the message's content. TAKS-10.20C Evaluate and critique the persuasive techniques of media messages such as glittering generalities,</p>	<p>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:</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; TAKS-11.20B Deconstruct media to get the main idea of the message's content. TAKS-11.20C Evaluate and critique the persuasive techniques of media messages such as</p>

	logical fallacies and symbols.		logical fallacies and symbols.		glittering generalities, logical fallacies and symbols.
I.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:	I.12C compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and TAKS-9.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-9.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	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:	II.12C examine how individual perception or bias in coverage of the same event influences the audience; and TAKS-10.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	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:	III.12C evaluate the objectivity of coverage of the same event in various types of media; and TAKS-11.19B Analyze relationships, ideas, and cultures as represented in various media. TAKS-11.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
I.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:	I.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes. TAKS-9.12A Analyze characteristics of text, including its structure, word choices and intended audience. (See I.9C)	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:	II.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.	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:	III.12D evaluate changes in formality and tone across various media for different audiences and purposes.

<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.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; Notes: Determine Author's purpose (why are you writing and who are you writing it to) Apply prewriting strategies: brainstorming, clustering, free writing, looping, six journalist's questions (Who, What, Where, When, How, Why) Develop a thesis statement: A thesis statement is a complete sentence that contains one main idea. This idea controls the content of the entire essay. A thesis statement that contains sub-points also helps a reader know how the essay will be organized.</p>	<p>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:</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>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:</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>
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<p>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.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 used to convey meaning; Clarifying note: Plan drafts using graphic organizers and other organizational tools. Develop drafts in a variety of ways such as in a timed or untimed setting making sure to include transitions words/phrases and rhetorical devices (figurative language, etc...). TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>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:</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; Note: Phrasing is awkward here. The transitions and rhetorical devices are to be included in the draft. TAKS-10.1C Organize ideas in writing to ensure coherence, logical progression, and support for ideas</p>	<p>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:</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; TAKS-11.1C 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>1.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; TAKS-10.1B Write in a voice and style appropriate to audience</p>	<p>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:</p>	<p>II.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; TAKS-10.1B Write in a voice and style appropriate to audience</p>	<p>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:</p>	<p>III.13C revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement,</p>

	and purpose		and purpose		<p>rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p>TAKS-11.1B Write in a voice and style appropriate to audience and purpose. In the TEKS, voice is called controlling idea.</p>
<p>I.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13D edit drafts for grammar, mechanics, and spelling; and TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>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:</p>	<p>II.13D edit drafts for grammar, mechanics, and spelling; and Note: TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>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:</p>	<p>III.13D edit drafts for grammar, mechanics, and spelling; and TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>
<p>I.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>I.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.</p>	<p>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:</p>	<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.</p>	<p>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:</p>	<p>III.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. TAKS-11.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 11.3D Produce error-free writing in the final draft.</p>

<p>I.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:</p>	<p>I.14A write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot; Notes:</p> <ul style="list-style-type: none"> • Plot/Conflict/Resolution (see I.5A) • Characterization (See I.5B) 	<p>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:</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>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:</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>I.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:</p>	<p>I.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>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:</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>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:</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>I.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:</p>	<p>I.14C write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. Notes:</p> <ul style="list-style-type: none"> • Explicit Theme – Stated and obvious • Implicit Theme – Implied and understood 	<p>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:</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>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:</p>	<p>III.14C write a script with an explicit or implicit theme, using a variety of literary techniques.</p>
<p>I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>I.15A write an analytical essay of sufficient length that includes:</p>	<p>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>II.15A write an analytical essay of sufficient length that includes:</p>	<p>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>III.15A write an analytical essay of sufficient length that includes:</p>

communicate ideas and information to specific audiences for specific purposes. Students are expected to:		communicate ideas and information to specific audiences for specific purposes. Students are expected to:		communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
I.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:	I.15A write an analytical essay of sufficient length that includes: I.15A(i) effective introductory and concluding paragraphs and a variety of sentence structures;	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:	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;	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:	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;
I.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:	I.15A write an analytical essay of sufficient length that includes: I.15A(ii) rhetorical devices, and transitions between paragraphs;	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:	II.15A write an analytical essay of sufficient length that includes: II.15A(ii) rhetorical devices, and transitions between paragraphs;	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:	III.15A write an analytical essay of sufficient length that includes: III.15A(ii) rhetorical devices, and transitions between paragraphs;
I.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:	I.15A write an analytical essay of sufficient length that includes: I.15A(iii) a controlling idea or thesis;	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:	II.15A write an analytical essay of sufficient length that includes: II.15A(iii) a thesis or controlling idea;	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:	III.15A write an analytical essay of sufficient length that includes: III.15A(iii) a clear thesis statement or controlling idea (voice) ;

<p>I.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:</p>	<p>I.15A write an analytical essay of sufficient length that includes: I.15A(iv) an organizing structure appropriate to purpose, audience, and context; and</p>	<p>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:</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>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:</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>I.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:</p>	<p>I.15A write an analytical essay of sufficient length that includes: I.15A(v) relevant information and valid inferences;</p>	<p>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:</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>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:</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>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:</p>	<p>II.15A write an analytical essay of sufficient length that includes: II.15A(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;</p>	<p>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:</p>	<p>III.15A write an analytical essay of sufficient length that includes: III.15A(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p>
<p>I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p>	<p>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p>	<p>III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to</p>	<p>III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p>

communicate ideas and information to specific audiences for specific purposes. Students are expected to:		communicate ideas and information to specific audiences for specific purposes. Students are expected to:		communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
I.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:	I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: I.15B(i) organized and accurately conveyed information; and	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:	II.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: II.15B(i) organized and accurately conveyed information;	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:	III.15B write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
I.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:	I.15B write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: I.15B(ii) reader-friendly formatting techniques;	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:	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	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:	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);
		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:	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;	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:	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;
				III.15	III.15B write procedural

				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:	or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: III.15B(iv) accurate technical information in accessible language; and
				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:	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);
I.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:	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:	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:	II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that:	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:	III.15C write an interpretation of an expository or a literary text that:
I.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and	I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(i) extends beyond a summary and literal analysis;	II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and	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;	III.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and	III.15C write an interpretation of an expository or a literary text that: III.15C(i) advances a clear thesis statement;

<p>information to specific audiences for specific purposes. Students are expected to:</p>		<p>information to specific audiences for specific purposes. Students are expected to:</p>		<p>information to specific audiences for specific purposes. Students are expected to:</p>	
<p>I.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:</p>	<p>I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p>	<p>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:</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>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:</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>I.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:</p>	<p>I.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: I.15C(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and</p>	<p>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:</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>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:</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>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:</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>

				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:	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
I.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:	I.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.	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:	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. TAKS-10.21D 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	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:	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.
I.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	I.16 A a clear thesis or position based on logical reasons supported by precise and relevant evidence;	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	II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;	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	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;

the appropriate audience that includes:		the appropriate audience that includes:		(e.g., evaluative essays, proposals) to the appropriate audience that includes:	
I.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:	I.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	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:	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);	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:	III.16B accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
I.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:	I.16C counter-arguments based on evidence to anticipate and address objections;	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:	II.16C counter-arguments based on evidence to anticipate and address objections;	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:	III.16C an organizing structure appropriate to the purpose, audience, and context;
I.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are	I.16D an organizing structure appropriate to the purpose, audience, and context; and	II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are	II.16D an organizing structure appropriate to the purpose, audience, and context;	III.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are	III.16D information on the complete range of relevant perspectives;

expected to write an argumentative essay to the appropriate audience that includes:		expected to write an argumentative essay to the appropriate audience that includes:		expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
I.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:	I.16E an analysis of the relative value of specific data, facts, and ideas.	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:	II.16E an analysis of the relative value of specific data, facts, and ideas; and	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:	III.16E demonstrated consideration of the validity and reliability of all primary and secondary sources used; and
		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:	II.16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	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:	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
I.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will	I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: TAKS-10.5A Evaluate writing for both	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	II.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: TAKS-10.5A Evaluate writing for both	III.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and	III.17A use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and TAKS-11.5A Evaluate

<p>continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>mechanics and content</p>	<p>continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>mechanics and content</p>	<p>writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>writing for both mechanics and content TAKS-11.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>
<p>I.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:</p>	<p>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); TAKS-10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>	<p>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:</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); Note: pronoun usage with verbals:</p> <ul style="list-style-type: none"> • Complement to the infinitive (The speakers are to be <u>they</u> who are running for election.) • Object of infinitive (The chairman asked me to invite <u>him</u> to the conference.) <p>TAKS-10.3C Compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</p>		

<p>I.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:</p>	<p>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(ii) restrictive and nonrestrictive relative clauses; and</p>	<p>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:</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(ii) restrictive and nonrestrictive relative clauses; and</p>		
<p>I.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:</p>	<p>I.17A use and understand the function of the following parts of speech in the context of reading, writing, and speaking: I.17A(iii) reciprocal pronouns (e.g., each other, one another); Note: Agreement with Pronouns:</p> <ul style="list-style-type: none"> • In apposition with the subject of the verb (e.g.: Several delegates, he among them, will state their opposition at the meeting.) • Complement to the infinitive (e.g.: The speakers are to be they who are running for election.) • Subject of an infinitive—takes objective pronoun case (e.g. The committee invited <u>him and me</u> to be present.) 	<p>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:</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(iii) reciprocal pronouns (e.g., each other, one another); Note:</p> <ul style="list-style-type: none"> • Emphatic/reflexive (He himself will pay the damages.) • Indefinite (all, any, both, each, either, everybody, none, several, some, someone) 		

	<ul style="list-style-type: none"> • Object of infinitive (e.g. The chairman asked me to invite <u>him</u> to the conference.) • Complement of infinitive (e.g. The manager took her to be <u>me</u>.) • Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) 				
I.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:	I.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	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:	II.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	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:	III.17B use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). TAKS-11.3B Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism.
I.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:	I.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Notes: Subject/Verb Agreement: when noun or prepositional phrase is placed between subject and verb (e.g. The list of addresses was prepared by the secretary.) Subject/Verb Agreement:	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:	II.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). Note: Subject-Verb agreement <ul style="list-style-type: none"> • When noun or prepositional is placed between subject and verb (The list of addresses was prepared by the secretary.) 		

	<p>when the verb precedes the subject (e.g. In this catalog are the requirements for admission, the courses and the fees.)</p> <p>TAKS-10.3B</p> <p>Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>		<ul style="list-style-type: none"> When the verb precedes the subject (In this catalog are the requirements for admission, the courses, and the fees.) <p>Confusing conjunctions (as, as if that, whether)</p> <p>Parallel structure</p> <p>TAKS-10.3B</p> <p>Demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, verb forms, and parallelism</p>		
<p>I.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:</p>	<p>I.18A use conventions of capitalization; and</p> <p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses</p>	<p>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:</p>	<p>II.18A use conventions of capitalization; and</p> <p>TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses</p>	<p>III.18 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p>	<p>III.18 Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p> <p>Notes:</p> <ul style="list-style-type: none"> Comma usage in complex sentences, compound/complex sentences. Comma use in sentences with participle phrases, subordinate clauses. Semicolon usage in compound/complex sentences. Colon usage in the business letter and in formal and long quotation of text. Indefinite pronouns (all, any, both, each, either, everybody,

					<p>none, several, some, someone).</p> <ul style="list-style-type: none"> • Verbs, active and passive. • Verbals: infinitives, gerunds, participles (Infinitives introduced at grade 7, grade 10 introduces gerund and participle, review of infinitive). • Conjunctions: “confusing” conjunctions (as, as if that, whether) • Subordinate conjunctions (as, because, inasmuch as, now, that...) <p>TAKS-11.3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses.</p>
<p>I.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:</p>	<p>I.18B use correct punctuation marks including: TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of capitalization and punctuation such as italics and ellipses</p>	<p>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:</p>	<p>II.18B use correct punctuation marks including: TAKS-10.3A Produce legible work that shows accurate spelling, and correct use of the conventions of punctuation and capitalization such as italics and ellipses</p>		

<p>I.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:</p>	<p>I.18B use correct punctuation marks including I.18B(i) quotation marks to indicate sarcasm or irony</p>	<p>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:</p>	<p>II.18B use correct punctuation marks including: II.18B(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; Notes: Comma usage:</p> <ul style="list-style-type: none"> • In nominative address/direct address (command) (Jack, jump over the candlestick.) • In compound-complex sentences • In participial phrases • In subordinate (dependent) clauses (adjective and adverb) <p>Semicolons in compound-complex sentences</p>		
<p>I.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:</p>	<p>I.18B use correct punctuation marks including I.18B(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and Notes: Commas usage</p> <ul style="list-style-type: none"> • Quotations • Nominative address/direct address (command) • Compound/complex sentences • Setting off appositives 	<p>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:</p>	<p>II.18B use correct punctuation marks including: II.18B(ii) quotation marks to indicate sarcasm or irony; and Example: Whenever Algernon wants to avoid an unwelcome social obligation, he makes an ostensible visit to his "sick friend".</p>		

	<ul style="list-style-type: none"> Set off contrasted word, phrase, or clause (e.g. Saving, not spending, is the way of security.) <p>Semicolon in compound/complex sentences</p>				
<p>I.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:</p>	<p>I.18B use correct punctuation marks including I.18B(iii) dashes to emphasize parenthetical information.</p> <p>Notes:</p> <ul style="list-style-type: none"> Period: Where to place period when using parenthetical documentation Brackets: enclose words and phrases independent of the sentence (explanatory notes, omissions, comments not written by the author) (e.g. The following year [1620] the Pilgrims landed at Plymouth.) Dash: set off interpolated explanatory matter (e.g. There are many differences – aside from the physical ones – between men and women) Dash: Indicate a sudden break in a sentence (I wouldn't – I couldn't permit you to say such a 	<p>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:</p>	<p>II.18B use correct punctuation marks including: II.18B(iii) dashes to emphasize parenthetical information.</p> <p>Example: When you come in—or go out—don't forget to shut the door.</p>		

	<ul style="list-style-type: none"> thing.) Dash: instead of parentheses to set off parenthetical matter not necessary to the grammatical structure of the sentence, but too important to omit. [The due date of the monthly payment—once the loan has been approved—can be the day most convenient for you.] 				
I.19 Oral and Written Conventions/Spelling. Students spell correctly.	I.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.	II.19 Oral and Written Conventions/Spelling. Students spell correctly.	II.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.	III.19 Oral and Written Conventions/Spelling. Students spell correctly.	III.19 Students are expected to spell correctly, including using various resources to determine and check correct spellings.
I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	<p>I.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>Notes:</p> <ul style="list-style-type: none"> Differentiate between researchable and non-researchable questions Frame clear, researchable questions Revise questions to make them researchable Asks and answers relevant questions for personal clarification and 	II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	<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>Note:</p> <ul style="list-style-type: none"> Differentiate between researchable and non-researchable questions Frame clear, researchable questions Revise questions to make them researchable <p>TAKS-10.4A Use writing to formulate questions, refine topics,</p>	III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	III.20A brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

	extension of ideas in group discussions and to conduct formal and informal research		and clarify ideas		
I.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	I.20B formulate a plan for engaging in research on a complex, multi-faceted topic.	II.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	II.20B formulate a plan for engaging in research on a complex, multi-faceted topic. TAKS-10.4B Use writing to discover, organize, and support what is known and what needs to be learned about a topic	III.20 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	III.20B formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.
I.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:	I.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 inquiry; Note: Analyzes questions to determine the best source of information to answer them (e.g. print, experts, technology)	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:	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 inquiry;	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:	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 reliable and unreliable sources and avoiding over-reliance on one source;
I.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:	I.21 B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and Note: Write relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information	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:	II.21B organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	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:	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

<p>I.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:</p>	<p>I.21 C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	<p>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:</p>	<p>II.21C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). Notes:</p> <ul style="list-style-type: none"> • Where to place period when using parenthetical documentation • Colon to introduce formal or long quotation • Indenting long quotations and omitting quotation marks • Parenthetical documentation, e.g., MLA documentation <p>Brackets</p> <ul style="list-style-type: none"> • Enclosing words and phrases independent of the sentence (explanatory notes, omissions and comments not written by the author) (The following year [1620] the Pilgrims landed at Plymouth.) • In quotations to indicate a change by the writer quoting the material <p>Embedded Quotations introduced indirectly in the text: The author called the character “an embodiment of all the</p>	<p>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:</p>	<p>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. Note: Quotation usage of single quotation marks (quotes inside of quotes). Teacher Note: use source material ethically (College Readiness Standard)</p>
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			people I know.”)		
I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	I.22A modify the major research question as necessary to refocus the research plan;	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	II.22A modify the major research question as necessary to refocus the research plan;	III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	III.22A modify the major research question as necessary to refocus the research plan;
I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	I.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	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	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	III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	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
I.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	I.22C critique the research process at each step to implement changes as the need occurs and is identified.	II.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	II.22C critique the research process at each step to implement changes as the need occurs and is identified.	III.22 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	III.22C critique the research process at each step to implement changes as the need occurs and is identified.
I.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:	I.23A marshals evidence in support of a clear thesis statement and related claims; Note: Thesis Statements (see I.13A)	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:	II.23A marshals evidence in support of a clear thesis statement and related claims;	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:	III.23A provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

<p>I.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:</p>	<p>I.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p>	<p>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:</p>	<p>II.23B provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p>	<p>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:</p>	<p>III.23B uses a variety of formats and rhetorical strategies to argue for the thesis;</p>
<p>I.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:</p>	<p>I.23C uses graphics and illustrations to help explain concepts where appropriate;</p>	<p>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:</p>	<p>II.23C uses graphics and illustrations to help explain concepts where appropriate;</p>	<p>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:</p>	<p>III.23C develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p>
<p>I.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:</p>	<p>I.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>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:</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>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:</p>	<p>III.23D uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials; and Note: Parenthetical documentation.</p>

<p>I.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:</p>	<p>I.23E uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>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:</p>	<p>II.23E uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>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:</p>	<p>III.23E is of sufficient length and complexity to address the topic.</p>
<p>I.24 Listening and Speaking/Listening. 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>I.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; Note: Focus attention on speaker's message, including:</p> <ul style="list-style-type: none"> • Identifying the speaker's message(s) – both verbal and non-verbal • Identifying the speaker's purpose (e.g. to inform, to persuade, to entertain) • Analyzing the speaker's point of view, bias, and credibility 	<p>II.24 Listening and Speaking/Listening. 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; TAKS-10.14A Focus attention, interpret, respond, and evaluate speaker's message</p>	<p>III.24 Listening and Speaking/Listening. 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>I.24 Listening and Speaking/Listening. 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>I.24B follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and</p>	<p>II.24 Listening and Speaking/Listening. 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>III.24 Listening and Speaking/Listening. 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>I.24 Listening and Speaking/Listening. 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>I.24C evaluate the effectiveness of a speaker's main and supporting ideas. Notes:</p> <ul style="list-style-type: none"> • What is the speaker's purpose? • What is the speaker's main idea(s)? • Does the speaker support/elaborate the main ideas? • Is the support fact or opinion? • What is not clear to me? • What else do I need to know? 	<p>II.24 Listening and Speaking/Listening. 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.24C evaluate how the style and structure of a speech support or undermine its purpose or meaning. TAKS-10.15C Evaluate informative and persuasive presentations of peers, public presenters, and media presentations</p>		
<p>I.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.</p>	<p>I.25 Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, and purposeful gestures, and</p>	<p>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.</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</p>	<p>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.</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 rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, and purposeful gestures, and</p>

	<p>conventions of language to communicate ideas effectively.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Using standard pronunciation and correct grammar in oral presentations • Using language that is appropriate to the purpose, audience, and occasion • Using effective tone, pace, volume, inflection, gestures, and facial expressions that are appropriate to the purpose, audience, and occasion. • Formulate and provide effective verbal and nonverbal feedback including providing constructive feedback on the speaker's <ul style="list-style-type: none"> ○ Verbal and non-verbal techniques ○ Success in communicating the major message(s) ○ Use of language (e.g. style, diction, and tone) ○ Persuasive devices (e.g. examples, statistics, 		<p>to communicate ideas effectively.</p> <p>TAKS-10.16D Use effective verbal and nonverbal strategies in presenting oral message</p>		<p>conventions of language to communicate ideas effectively.</p> <p>Note: 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>
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	emotional appeals, citations of valid authorities, etc.)				
I.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	I.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. Note: Use valid evidence, proof, or examples to support claims including examples, descriptions, statistics, analogies, valid appeals to emotion, use of valid authorities	II.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	II.26 Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	III.26 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.	III.26 Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, 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.

Figure: 19 TAC §110.17(b)

English I (§110.31 English Language Arts and Reading)	English II (§110.32 English Language Arts and Reading)	English III (§110.33 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.