

English Language Arts I Correlation with TEKS

110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010	Student Text	Practice Book	Teacher Resource	
<p>(A) 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>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>Activities</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	6, 9, 22, 24, 25,38, 54, 70, 86, 102, 118, 134, 157, 167, 182	45, 46, 47, 48, 109, 110, 111, 112, 156, 157, 158, 159, 160	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(C) produce analogies that describe a function of an object or its description;		30, 31, 32	Activities	
			Projects	
(D) 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		137, 153, 169, 185, 189	Activities	Ch2
			Projects	Ch2
(E) 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.	29, 190		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) analyze how the genre of texts with similar themes shapes meaning;	30, 131, 132, 143	42, 43, 44, 45, 46, 47, 48, 126, 135, 140, 141, 142, 143, 144	Activities	Ch4
			Projects	Ch4
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	12, 24, 30, 36, 40, 58, 90, 124, 126, 130-137, 143, 144	107, 171, 172, 173, 174, 175	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

(C) relate the figurative language of a literary work to its historical and cultural setting.	13, 24, 56, 116, 131, 155, 156	1, 39, 42, 43, 44, 45, 46, 47, 48, 103, 106, 109, 110, 111, 112, 137, 138, 139, 153, 154, 155, 156, 157, 158, 159, 160, 167, 169, 185	Activities	Ch5, Ch10
			Projects	Ch5, Ch10
(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. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	49	39, 42, 43, 44, 45, 46, 47, 48, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98, 103, 106, 109, 110, 111, 112, 151, 154, 155, 156, 157, 158, 159, 160	Activities	Ch10
			Projects	Ch5, Ch10, Ch11
(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. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	106	7, 10, 167, 170, 171, 172, 173, 174, 175	Activities	Ch9
			Projects	Ch4, Ch5, Ch7, Ch8, Ch9, Ch10
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	26	27, 171	Activities	Ch6, Ch10
			Projects	Ch6, Ch10
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	3, 4, 7, 10, 12, 23, 35, 36, 39, 55, 58, 65, 71, 87, 130, 131, 135, 143, 147, 148, 152	5, 6, 7, 12, 21, 23, 29, 37, 38, 53, 54, 58, 65, 69, 70, 133, 134, 135, 140, 142, 149, 154, 155, 156, 157, 158, 159, 160, 167, 170, 171, 172, 173, 174, 175	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	12, 41, 55, 63, 64, 95, 160, 171	12	Activities	Ch6
			Projects	Ch6
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	30	135, 143, 144	Activities	Ch9
			Projects	Ch9

<p>(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. 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.</p>	<p>19, 20, 39, 70, 99, 100, 106, 123, 125, 163, 164, 171, 180,</p>	<p>3, 4, 16, 20, 67, 68, 71, 99, 100, 106, 122, 123, 124, 125, 127, 128, 163, 164, 179, 180, 187, 188, 189, 191</p>	<p>Activities</p>	<p>Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch11, Ch12</p>
			<p>Projects</p>	<p>Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch11, Ch12</p>
<p>(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. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</p>		<p>108</p>	<p>Activities</p>	<p>Ch3, Ch4, Ch9, Ch10</p>
			<p>Projects</p>	<p>Ch3, Ch4, Ch9, Ch10</p>
<p>(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. 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.</p>	<p>19, 20, 39, 49, 70, 99, 100, 106, 123, 125, 163, 164, 171, 180,</p>	<p>19, 20, 39, 42, 43, 44, 45, 46, 47, 48, 70, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98,99, 100, 103, 106, 109, 110, 111, 112, 123, 125, 151, 154, 155, 156, 157, 158, 159, 160, 163, 164, 171, 179, 180</p>	<p>Activities</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) 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;	5, 21, 32, 53, 69, 85, 101, 117, 149, 165, 181		Activities	Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
			Projects	Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	45, 78, 115, 123, 127, 128		Activities	Ch3, Ch4
			Projects	Ch3, Ch4

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	19, 20, 39, 49, 70, 99, 100, 106, 123, 125, 163, 164, 171, 180,	19, 20, 39, 42, 43, 44, 45, 46, 47, 48, 70, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 103, 106, 109, 110, 111, 112, 123, 125, 151, 154, 155, 156, 157, 158, 159, 160, 163, 164, 171, 179, 180	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(D) 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.	93, 94, 95, 96	42, 43, 44, 45, 46, 47, 48	Activities	Ch3, Ch4
			Projects	Ch3, Ch4
(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:			Activities	Ch3, Ch4
			Projects	Ch3, Ch4
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	19, 20, 39, 45, 62, 63, 64, 70, 84, 86, 99, 100, 106, 115, 123, 125, 128, 163, 164, 171, 180,	3, 4, 16, 20, 67, 68, 71, 99, 100, 106, 122, 123, 124, 125, 127, 128, 163, 164, 179, 180, 187, 188, 189, 191	Activities	Ch3, Ch4
			Projects	Ch3, Ch4
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.		119	Activities	Ch3, Ch4
			Projects	Ch3, Ch4

(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:

			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and	112	78, 79, 80	Activities	Ch6
			Projects	Ch6
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	46, 75, 92, 95, 111, 125, 175, 176	14, 78, 79, 80	Activities	Ch12
			Projects	Ch12
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

(A) 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;

46, 75, 92, 95, 111, 125, 175, 176	14, 78, 79, 80	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
		Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	83, 84, 85, 86, 89, 91, 92, 93, 94, 95, 96	Activities	Ch6
		Projects	Ch6
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and		Activities	Ch2, Ch3
		Projects	Ch2, Ch3, Ch4
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.		Activities	Ch4
		Projects	Ch4
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) 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;	5, 12, 15, 16, 21, 29, 30, 31, 32, 41, 42, 43, 44, 45, 46, 47, 48, 53, 62, 63, 64, 69, 72, 80, 85, 92, 93,95, 96, 101, 110, 112, 117, 126, 127, 128, 142, 143, 144, 149, 158, 159, 160, 165, 176, 81, 190, 192	15, 126, 127, 128, 176, 190	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) 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;	5, 12, 15, 16, 21, 29, 30, 31, 32, 41, 42, 43, 44, 45, 46, 47, 48, 53, 62, 63, 64, 69, 72, 80, 85, 92, 93,95, 96, 101, 110, 112, 117, 126, 127, 128, 142, 143, 144, 149, 158, 159, 160, 165, 176, 81, 190, 192	15, 126, 127, 128, 176, 190	Activities	Ch4, Ch6
			Projects	Ch4, Ch6
(C) 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;	32, 47, 48		Activities	
			Projects	

(D) edit drafts for grammar, mechanics, and spelling; and

<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>Activities</p>	
		<p>Projects</p>	
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>32, 47, 48</p>	<p>Activities</p>	
		<p>Projects</p>	

(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:

			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) 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;	32, 63, 64, 127, 128, 144, 176, 190	190	Activities	
			Projects	
(B) 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			Activities	Ch5, Ch11
			Projects	Ch5, Ch11
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	5, 12, 15, 16, 21, 29, 30, 31, 32, 41, 42, 43, 44, 45, 46, 47, 48, 53, 62, 63, 64, 69, 72, 80, 85, 92, 93, 95, 96, 101, 110, 112, 117, 126, 127, 128, 142, 143, 144, 149, 158, 159, 160, 165, 176, 81, 190, 192	15, 126, 127, 128, 176, 190	Activities	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11,
			Projects	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11,

(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:			Activities	Ch3, Ch7
			Projects	Ch3, Ch7
(A) write an analytical essay of sufficient length that includes:			Activities	
			Projects	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190	Activities	
			Projects	
(ii) rhetorical devices, and transitions between paragraphs;	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190	Activities	
			Projects	
(iii) a controlling idea or thesis;	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190	Activities	Ch5, Ch11
			Projects	Ch5, Ch11
(iv) an organizing structure appropriate to purpose, audience, and context; and	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190	Activities	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11

			Projects	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
(v) relevant information and valid inferences;	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190	Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:			Activities	Ch7
			Projects	Ch7
(i) organized and accurately conveyed information; and	103, 112	78, 79, 80,	Activities	Ch7
			Projects	Ch7
(ii) reader-friendly formatting techniques;	103, 112		Activities	Ch7
			Projects	Ch7
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(i) extends beyond a summary and literal analysis;	5, 6, 7, 39, 47, 54, 118, 120, 152, 186	6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190		
			Projects	
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and		6, 10, 22, 26, 38, 44, 45, 48, 54, 70, 75, 77, 86, 90, , 96, 102, 112, 118, 124, 133, 134, 141, 144, 150, 154, 160, 166, 182, 190		Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and			Activities	
			Projects	
(D) 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.	77, 94, 96, 103, 109	78, 79, 80	Activities	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11

			Projects	Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
(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:			Activities	Ch4, Ch5, Ch6
			Projects	Ch4, Ch5, Ch6
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	63, 127, 128	190	Activities	Ch4, Ch5, Ch6
			Projects	Ch4, Ch5, Ch6
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	63, 127, 128	190	Activities	Ch4, Ch5, Ch6
			Projects	Ch4, Ch5, Ch6
(C) counter-arguments based on evidence to anticipate and address objections;	63, 127, 128	190	Activities	Ch4, Ch5, Ch6
			Projects	Ch4, Ch5, Ch6
(D) an organizing structure appropriate to the purpose, audience, and context; and	63, 127, 128	190	Activities	Ch4, Ch5, Ch6
			Projects	Ch4, Ch5, Ch6
(E) an analysis of the relative value of specific data, facts, and ideas.	19, 20, 39, 46, 70, 75, 92, 95, 99, 100, 106, 111, 123, 125, 163, 164, 171, 175, 176 180,	3, 4, 14, 16, 20, 67, 68, 71, 78, 79, 80, 99, 100, 106, 122, 123, 124, 125, 127, 128, 163, 164, 179, 180, 187, 188, 189, 191	Activities	Ch4, Ch5, Ch6

			Projects	Ch4, Ch5, Ch6
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:			Activities	
			Projects	
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);	4, 97, 113, 187	97, 113, 161, 187	Activities	
			Projects	
(ii) restrictive and nonrestrictive relative clauses; and		183	Activities	
			Projects	
(iii) reciprocal pronouns (e.g., each other, one another);	43, 90, 107, 129	107	Activities	
			Projects	
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and	14, 24, 107, 108, 122, 142	108	Activities	
			Projects	
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	42, 43, 44, 48, 107, 122	97, 107, 161, 183, 186	Activities	
			Projects	

(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:

			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) use conventions of capitalization; and	14, 32, 37, 48, 49, 90, 142, 176		Activities	
			Projects	
(B) use correct punctuation marks including:	14, 108, 142, 176, 176		Activities	
			Projects	
(i) quotation marks to indicate sarcasm or irony;		108	Activities	
			Projects	
(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and	26, 108, 172	183	Activities	
			Projects	
(iii) dashes to emphasize parenthetical information.	188		Activities	
			Projects	

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192</p>	<p>Activities</p>	<p>Ch1</p>
		<p>Projects</p>	<p>Ch1</p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>		<p>Activities</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	29, 125, 189, 190, 191		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	189, 190, 191		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

(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:

			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) 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;	29, 125, 189, 190, 191		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	111, 175, 189, 191		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12

			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	192		Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:			Activities	
			Projects	
(A) modify the major research question as necessary to refocus the research plan;	189, 190, 191		Activities	
			Projects	
(B) 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	189, 190, 191		Activities	
			Projects	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	189, 190, 191		Activities	
			Projects	

(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:

			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) marshals evidence in support of a clear thesis statement and related claims;	189, 190, 191		Activities	
			Projects	
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	189, 190, 191		Activities	
			Projects	
(C) uses graphics and illustrations to help explain concepts where appropriate;			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(D) 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	189, 190, 191	78, 79, 80	Activities	

			Projects	Ch7
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.	192		Activities	
			Projects	
(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:			Activities	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(A) 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;	27, 78		Activities	
			Projects	
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	27, 78		Activities	
			Projects	
(C) evaluate the effectiveness of a speaker's main and supporting ideas.	27		Activities	
			Projects	

<p>(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. 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, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>3, 4, 15, 19, 23, 27, 45, 62, 78, 79, 94, 99, 119, 145, 173,185, 186</p>	<p>3, 4, 6, 19, 80</p>	<p>Activities</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>
			<p>Projects</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>
<p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. 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.</p>	<p>27</p>		<p>Activities</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>
			<p>Projects</p>	<p>Ch1, Ch2, Ch3, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12</p>

Source: The provisions of this §110.31 adopted to be effective September 4, 2008, 33 TexReg 7162.