

English Language Arts IV Correlation with TEKS			
§110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.	Student Text	Student Practice Book	Activities and Projects
Knowledge and skills.			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;	58, 61, 74, 78, 106, 160, 187	9, 10, 25, 26, 57, 58, 73, 74, 77, 78, 88, 89, 105, 106, 137, 138, 153, 154, 169, 170, 185, 186	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	106		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	106		11
(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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.	106		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	1, 2, 3, 6, 10, 12, 17, 18, 21, 22, 24, 26, 28, 33, 34, 38, 40, 42, 44, 49, 50, 54, 56, 58, 60, 65, 66, 70, 72, 74, 76, 78, 81, 82, 85, 87, 91, 97, 98, 102, 104, 106, 107, 108, 113, 114, 118, 120, 121, 122, 124, 129, 130, 134, 136, 140, 145, 146, 150, 151, 152, 154, 156, 161, 162, 166, 168, 170, 172, 177, 178, 182, 184, 186, 188	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 33, 34, 35, 36, 41, 42, 49, 50, 51, 52, 57, 58, 65, 66, 67, 68, 73, 74, 77, 81, 82, 83, 84, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 113, 114, 115, 116, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 142, 145, 146, 147, 148, 154, 161, 162, 163, 164, 169, 170, 177, 178, 179, 180, 185, 186	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	11, 103, 119, 120, 135, 157		1, 2, 3, 8, 10, 12
(C) determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.	70, 75, 97, 133, 135, 136	11, 75, 97, 137, 174	

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	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, 166, 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		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
(A) establish purpose for reading assigned and self-selected texts;	14, 144		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	57, 105, 126	8, 24, 32, 40, 55, 76, 92, 93, 94, 104, 120, 156, 168, 185	
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	8, 13, 87, 105, 110, 125, 138	31	
(D) create mental images to deepen understanding;	22, 61, 72, 91, 94, 96, 186, 187		
(E) make connections to personal experiences, ideas in other texts, and society;	9, 15, 16, 41, 76, 79, 94, 95, 107, 169, 176, 187	80, 95	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(F) make inferences and use evidence to support understanding;	11, 103, 119, 120, 135, 157		

(G) evaluate details read to analyze key ideas;	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, 166, 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	5, 6, 7, 8, 13, 21, 22, 23, 24, 28, 29, 31, 32, 37, 38, 39, 40, 44, 45, 46, 47, 53, 54, 55, 56, 60, 61, 62, 63, 69, 70, 71, 72, 76, 79, 85, 86, 87, 92, 93, 94, 101, 102, 103, 104, 109, 117, 118, 119, 120, 124, 125, 133, 134, 135, 136, 137, 140, 141, 149, 150, 151, 152, 153, 156, 157, 165, 166, 167, 168, 172, 173, 181, 182, 183, 184, 188, 189	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(H) synthesize information from a variety of text types to create new understanding; and	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, 166, 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	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, 166, 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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

(l) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	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, 166, 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	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, 166, 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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
(A) describe personal connections to a variety of sources, including self-selected texts;	9, 14, 15, 16, 41, 76, 79, 94, 95, 107, 169, 176, 187	80, 95	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	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, 166, 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		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

(C) use text evidence and original commentary to support an evaluative response;	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, 166, 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		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	7, 23, 39, 55, 87, 90, 103, 119, 134, 151, 167, 183		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	15, 16, 21, 31, 95, 128, 139, 144, 176	16, 48, 60, 64, 76, 80, 95, 96, 108, 110, 111, 112, 127, 128, 143, 144, 160, 174, 175, 176, 190, 191	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(F) respond using acquired content and academic vocabulary as appropriate;	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, 166, 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	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, 166, 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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

(G) discuss and write about the explicit and implicit meanings of text;	11, 103, 119, 120, 135, 157	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 25, 26, 33, 34, 35, 36, 41, 42, 49, 50, 51, 52, 57, 58, 65, 66, 67, 68, 73, 74, 77, 81, 82, 83, 84, 88, 89, 90, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 113, 114, 115, 116, 121, 122, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 142, 145, 146, 147, 148, 154, 161, 162, 163, 164, 169, 170, 177, 178, 179, 180, 185, 186	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(H) respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;	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, 166, 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	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, 166, 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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(I) reflect on and adjust responses when valid evidence warrants; and	32, 38, 48, 144, 160		
(J) defend or challenge the authors' claims using relevant text evidence.	13, 29, 45, 61, 77, 92, 109, 125, 141, 157, 173, 184		
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.	7, 13, 15, 25, 27, 29, 31, 40, 45, 54, 61, 77, 79, 80, 92, 105, 109, 112, 119, 121, 125, 141, 142, 153, 157, 159, 173, 189	12, 13, 28, 29, 32, 44, 45, 46, 47, 56, 61, 63, 76, 79, 92, 95, 96, 106, 108, 109, 110, 111, 112, 124, 125, 127, 128, 140, 141, 143, 144, 156, 157, 158, 160, 172, 173, 174, 175, 176, 188, 189, 190, 191	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	9, 13, 27, 29, 45, 61, 77, 92, 99, 104, 109, 125, 141, 152, 157, 173, 189	8, 12, 13, 16, 24, 28, 29, 32, 40, 44, 45, 46, 47, 55, 56, 60, 61, 63, 76, 92, 93, 95, 96, 104, 108, 109, 110, 111, 112, 120, 124, 125, 127, 128, 140, 141, 142, 143, 144, 156, 157, 158, 159, 160, 168, 172, 173, 176, 185, 188, 189, 190, 191	1, 2, 5, 6, 8, 9
(C) critique and evaluate how complex plot structure such as subplots contribute to and advance the action; and	13, 29, 49, 77, 125, 141, 157, 173	62	1, 2, 4, 7, 8, 9
(D) evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	6, 9, 10, 11, 14, 15, 16, 24, 35, 36, 37, 38, 41, 42, 43, 44, 45, 47, 52, 53, 57, 58, 59, 60, 70, 71, 79, 80, 85, 86, 90, 92, 96, 102, 107, 118, 122, 134, 135, 137, 139, 141, 142, 152, 153, 154, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	172, 173, 174, 175, 176, 188, 189, 190, 191	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
(A) read and analyze British literature across literary periods;	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, 166, 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	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, 166, 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	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;	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	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	5, 6
(C) analyze and evaluate how the relationships among the dramatic elements advance the plot;	109, 159		
(D) critique and evaluate characteristics and structural elements of informational texts such as:			

(i) clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and	7, 23, 39, 55, 87, 103, 119, 134, 151, 167, 183,	37, 38, 39, 40, 41, 44, 45, 46, 47, 54, 55, 60, 61, 62, 63, 64	3, 11, 12
(ii) the relationship between organizational design and author's purpose;	13, 29, 45, 61, 77, 89, 93, 108, 109, 112, 118, 125, 141, 157, 171, 173, 174, 176, 189, 192		3, 11, 12
(E) critique and evaluate characteristics and structural elements of argumentative texts such as:			
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	106, 144, 170, 171, 174, 176, 190	165, 166, 167, 168, 169, 172, 173, 181, 182, 183, 184, 185, 188, 189, 190	11, 12
(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and	106, 144, 170, 171, 174, 176, 190	165, 166, 167, 168, 169, 172, 173, 181, 182, 183, 184, 185, 188, 189, 190	11, 12
(iii) identifiable audience or reader; and	163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 176, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	165, 166, 167, 168, 169, 172, 173, 181, 182, 183, 184, 185, 188, 189, 190	11, 12
(F) critique and evaluate the effectiveness of characteristics of multimodal and digital texts.	12, 21, 29, 38, 43, 53, 111, 128, 171, 176		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
(A) evaluate the author's purpose, audience, and message within a text;	13, 29, 45, 61, 77, 89, 93, 108, 109, 112, 118, 125, 141, 157, 171, 173, 174, 176, 189, 192	5, 6, 7, 8, 12, 13, 21, 22, 23, 24, 28, 29, 30, 31, 32, 37, 38, 39, 40, 44, 45, 46, 47, 53, 54, 55, 56, 60, 61, 62, 63, 64, 69, 70, 71, 72, 76, 79, 85, 86, 87, 88, 89, 92, 93, 94, 165, 166, 167, 168, 169, 172, 173, 181, 182, 183, 184, 185, 188, 189, 190	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(B) evaluate use of text structure to achieve the author's purpose;	38, 41, 43, 54, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 123, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	69, 70, 71, 72, 79, 85, 86, 87, 88, 89, 92, 93, 94, 165, 166, 167, 168, 169, 172, 173, 181, 182, 183, 184, 185, 188, 189, 190	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	85, 88, 89, 90, 91, 93, 123, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190	174	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(D) critique and evaluate how the author's use of language informs and shapes the perception of the readers;	88, 89, 90, 91, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190		11, 12
		78, 79	
(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	8, 90, 127, 155		6
(F) evaluate how the author's diction and syntax contribute to the effectiveness of a text; and	11, 26, 61, 73, 74, 78, 108, 109		1, 2, 3, 8, 10, 12

(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	76		2, 3, 8, 10, 12
(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:			
(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	15, 16, 31, 32, 64, 79, 80, 96, 111, 112, 128, 159, 160, 191, 192	15, 47, 80	
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and	15, 16, 31, 32, 47, 48, 64, 79, 80, 96, 111, 112, 128, 159, 160, 191, 192	15, 47, 80	
(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	15, 16, 31, 32, 47, 48, 64, 79, 80, 96, 111, 112, 128, 159, 160, 191, 192		
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences	15, 16, 31, 32, 64, 79, 80, 96, 111, 112, 128, 159, 160, 191, 192		
(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	48, 64, 136, 160		
(E) publish written work for appropriate audiences.	16, 32, 48, 64, 79, 80, 96, 112, 128, 144, 160, 176, 192	16, 48, 64, 80, 95, 96, 108, 110, 111, 112, 127, 128, 143, 144, 160, 175, 176, 191	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	16, 31, 32, 47, 48, 96, 112, 144, 159, 160	16, 80, 108, 110, 111, 112, 127, 128, 143, 144, 160	4, 5, 6
(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;	64, 79, 80, 192	47, 48, 64, 175, 176, 191	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(C) compose argumentative texts using genre characteristics and craft;	176	159	11
(D) compose correspondence in a professional or friendly structure;	192	192	
(E) compose literary analysis using genre characteristics and craft; and	16, 31, 32, 47, 48, 64, 79, 80, 96, 112, 128, 144, 159, 160	95, 96, 190	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(F) compose rhetorical analysis using genre characteristics and craft.	16, 31, 32, 47, 48, 64, 79, 80, 96, 112, 128, 144, 159, 160	95, 96, 190	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
(A) develop questions for formal and informal inquiry;	57, 105, 126	8, 24, 32, 40, 55, 104, 120, 156, 168, 185	2, 7, 9
(B) critique the research process at each step to implement changes as needs occur and are identified;	15, 31, 64, 176		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

(C) develop and revise a plan;	15, 31, 64, 176		
(D) modify the major research question as necessary to refocus the research plan;	15, 31, 64, 176		
(E) locate relevant sources;	191		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(F) synthesize information from a variety of sources;	64, 176, 191		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
(G) examine sources for:			
(i) credibility, bias, and accuracy; and	170, 172, 190, 191		12
(ii) faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;	170, 172, 190		12
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	14	14	
(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	16, 31, 32, 47, 48, 64, 79, 80, 96, 112, 128, 144, 159, 160		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12