

English Language Arts II Correlation with TEKS

§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010	Student Text	Practice Book	Teacher Resource	
(b) Knowledge and skills.				
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:				
(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;	1-13, 17-29, 33-45, 49-60, 65-76, 81-91, 97-108, 113-124, 129-140, 145-156, 161-172, 177-188	1-10, 17-26, 33-42, 49-58, 65-74, 81-90, 97-106, 113-122, 129-138, 145-154, 161-170, 177-186	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 textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	7,9,11,23,25,27,25,27,39,41,43,55,57,59,71,73,75,87,89,91,103,105,107,119,121,123,135,137,139,151,153,155,167,169,171,183,185,187	46	Activities	
			Projects	
(C) infer word meaning through the identification and analysis of analogies and other word relationships;		1,17,33,49,65,81,97,113,129,145,161,177	Activities	
			Projects	
(D) 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., glasnost, avant-garde, coup d'état); and		11,107	Activities	CH11
			Projects	Ch11

(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.	41, 77,102, 157, 167	10, 26, 42, 58, 74, 90, 106, 122, 138, 154	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:				
(A) compare and contrast differences in similar themes expressed in different time periods;	78, 80	79	Activities	Ch5
			Projects	Ch5
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	141, 147, 148, 154	107, 171, 172, 173, 174, 175	Activities	Ch10
			Projects	Ch10
(C) relate the figurative language of a literary work to its historical and cultural setting.	6, 91, 173		Activities	Ch3, C5
			Projects	Ch3, C5
(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 structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	65-77, 79-94, 96	67-73, 76-80, 85-89, 92-93, 95	Activities	Ch5, Ch6
			Projects	Ch5, Ch6

(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 analyze how archetypes and motifs in drama affect the plot of plays.	97-109, 111-125, 127, 128	101-105, 108, 109, 111, 112, 117-121, 124-128	Activities	Ch7, Ch8
			Projects	Ch7, Ch8
(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	
			Projects	
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	5, 10, 12, 21, 26, 28, 37, 42, 44, 53, 58, 60, 69, 74, 76,5, 90, 92, 101, 106, 108, 117, 122, 124, 133, 138, 140, 149, 154, 156, 165, 170, 172, 181, 186, 188	12, 13, 28, 29, 31, 32, 44, 45, 56, 60, 140, 141, 156, 157	Activities	Ch6, Ch10
			Projects	Ch6, Ch10
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	160	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) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and	13, 29, 45, 79, 189	79	Activities	Ch6
			Projects	Ch6
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.		93	Activities	
			Projects	

<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 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.</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 function of symbolism, allegory, and allusions in literary works.</p>	<p>66-77, 83-86, 88, 94, 115-116, 118, 122, 124</p>	<p>31, 69-72, 79, 85-88</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 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.</p>	<p>79, 89, 464, 165, 168, 170, 172, 173, 176</p>		<p>Activities</p>	<p>Ch2 Ch5, Ch6, Ch7, Ch8</p>
			<p>Projects</p>	<p>Ch2 Ch5, Ch6, Ch7, Ch8</p>
<p>(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>Activities</p>	
			<p>Projects</p>	

(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	51, 52, 54, 179, 180, 182	61, 173	Activities	Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
			Projects	Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;	51, 52, 54, 56, 59, 61, 63, 179, 180, 187, 186, 189	60	Activities	Ch3, Ch4
			Projects	Ch3, Ch4
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	51, 52, 58, 61, 63, 179, 180, 187, 186, 189	179, 180, 187, 186, 189	Activities	
			Projects	
(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.	179, 180, 188	79, 93	Activities	
			Projects	
(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	
			Projects	
(A) 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	35-37, 44, 47, 99-101, 109, 111, 163-165, 168, 170, 172, 179, 180, 184, 186, 189	60, 72, 143, 144	Activities	Ch10
			Projects	Ch10
(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.			Activities	Ch11
			Projects	Ch11
(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	

			Projects	
(A) evaluate text for the clarity of its graphics and its visual appeal; and	52, 53, 157, 156		Activities	
			Projects	
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	52, 53, 57	79, 80, 110, 142, 158	Activities	C3, Ch4, Ch7, Ch8
			Projects	C3, Ch4, Ch7, Ch8
(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	
			Projects	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	42, 128, 181		Activities	
			Projects	
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	42, 53, 128, 191		Activities	
			Projects	
(C) examine how individual perception or bias in coverage of the same event influences the audience; and	42, 47, 48, 58		Activities	Ch12
			Projects	Ch12
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	42, 191	9, 25, 41, 57, 73, 89, 105, 121, 137, 153, 169, 185	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

(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	
			Projects	
(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;	15, 16, 47, 48, 64, 95, 96, 111, 112, 143, 144, 159, 160, 176	15, 16, 47, 48, 64, 95, 96, 111, 112, 143, 144, 159, 160, 176	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 rhetorical devices used to convey meaning;	15, 16, 31, 48, 63, 64, 79, 80, 111, 143, 144, 159, 160, 176, 192	159, 160	Activities	Ch5, Ch8, Ch10
			Projects	Ch5, Ch8, Ch10
(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;	16, 32, 48, 64, 143, 159	174	Activities	
			Projects	
(D) edit drafts for grammar, mechanics, and spelling; and	16, 32, 48, 64, 143, 159	174	Activities	
			Projects	
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	16, 32, 48, 64, 143, 159	174	Activities	
			Projects	
(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	
			Projects	

(A) 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;	15, 16, 31, 32, 48, 64, 111, 143, 159	16, 47, 48, 96, 111, 112, 143, 144	Activities	Ch2
			Projects	Ch2
(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	96	80	Activities	Ch5
			Projects	Ch5
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	112		Activities	Ch6, Ch8, Ch9, Ch10
			Projects	Ch6, Ch8, Ch9, Ch10
(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	Ch7
			Projects	
(A) write an analytical essay of sufficient length that includes:			Activities	
			Projects	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	15, 16, 31, 32, 64, 80, 111, 143, 144, 159, 160, 176		Activities	Ch7
			Projects	Ch7
(ii) rhetorical devices, and transitions between paragraphs;	176		Activities	Ch7
			Projects	Ch7
(iii) a controlling idea or thesis;	15, 64, 111, 160, 144	15, 47	Activities	Ch7
			Projects	Ch7
(iv) an organizing structure appropriate to purpose, audience, and context; and	15, 16, 64, 144		Activities	Ch7
			Projects	Ch7
(v) relevant information and valid inferences;	15, 64, 144	15, 57	Activities	Ch7
			Projects	Ch7
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	15, 64, 111, 144, 160, 177		Activities	Ch7
			Projects	Ch7
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:			Activities	

			Projects	
(i) organized and accurately conveyed information; and	191, 192		Activities	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
			Projects	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
(ii) reader-friendly formatting techniques;	191, 192		Activities	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
			Projects	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
(iii) anticipation of readers' questions;	175		Activities	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
			Projects	Ch1, Ch2, Ch4, Ch7, Ch8, Ch9, Ch10, Ch12
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			Activities	
			Projects	
(i) extends beyond a summary and literal analysis;	74, 144, 160, 176, 186	60, 176		
			Projects	
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	13	60, 172		
			Projects	
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and	13, 16, 176	31, 176	Activities	Ch5
			Projects	Ch5

(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	Ch1, Ch2, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
			Projects	Ch1, Ch2, Ch4, Ch5, Ch6, Ch7, Ch8, Ch9, Ch10, Ch11, Ch12
(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	
			Projects	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	144, 160, 176	143, 14, 159, 160, 176	Activities	Ch10
			Projects	Ch10
(B) 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);	144, 160, 176	143, 14, 159, 160, 176	Activities	Ch10
			Projects	Ch10
(C) counter-arguments based on evidence to anticipate and address objections;	47, 144, 160, 176	143, 14, 159, 160, 176	Activities	Ch10
			Projects	Ch10
(D) an organizing structure appropriate to the purpose, audience, and context;	47, 144, 160, 176	143, 14, 159, 160, 176	Activities	Ch10
			Projects	Ch10
(E) an analysis of the relative value of specific data, facts, and ideas; and	47, 144, 160, 176	143, 14, 159, 160, 176	Activities	Ch10
			Projects	Ch10
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	144, 160, 176	1, 17, 33, 49, 65, 81, 97, 113, 129, 145, 161, 177	Activities	Ch4, Ch10
			Projects	Ch4, Ch10

(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	
			Projects	
(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);	62, 78, 158	158	Activities	
			Projects	
(ii) restrictive and nonrestrictive relative clauses; and		190	Activities	Ch12
			Projects	Ch12
(iii) reciprocal pronouns (e.g., each other, one another);	43, 90, 107, 129	94	Activities	
			Projects	
(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and		78	Activities	
			Projects	
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	32, 64, 143, 159		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	6, 16, 32, 664, 143, 159, 175, 192	174	Activities	
			Projects	
(B) use correct punctuation marks including:	16, 32, 64, 95, 143, 159, 190, 195		Activities	Ch12
			Projects	Ch12

(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;			Activities	
			Projects	
(ii) quotation marks to indicate sarcasm or irony; and			Activities	
			Projects	
(iii) dashes to emphasize parenthetical information.			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.	22, 26, 27, 38, 2, 43, 54, 58, 59, 7, 74, 75, 86, 90, 91, 102, 106, 107, 118, 122, 123, 134, 138, 139, 1152, 154, 155, 166, 10, 11, 182, 186, 187	6, 10, 11	Activities	
			Projects	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:			Activities	
			Projects	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	31, 48, 64		Activities	
			Projects	
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.			Activities	Ch7, Ch8, Ch11, Ch12
			Projects	Ch7, Ch8, 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	
			Projects	
(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;			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			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).		111, 112	Activities	Ch10
			Projects	Ch10
(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;	175	8, 24, 40, 56, 72, 88, 104, 120, 136, 152, 168, 175, 184	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	175	8, 24, 40, 56, 72, 88, 104, 120, 136, 152, 168, 175, 184	Activities	
			Projects	
(C) critique the research process at each step to implement changes as the need occurs and is identified.	175	8, 24, 40, 56, 72, 88, 104, 120, 136, 152, 168, 175, 184	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;			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) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;			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) 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			Activities	Ch3
			Projects	Ch3
(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.		184	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	
			Projects	
(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	Ch1, Ch2, Ch3, Ch5, Ch6, Ch7, Ch8, Ch9, Ch12
			Projects	Ch1, Ch2, Ch3, Ch5, Ch6, Ch7, Ch8, Ch9, Ch12
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	27, 78		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) evaluate how the style and structure of a speech support or undermine its purpose or meaning.			Activities	Ch12
			Projects	Ch12
(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 advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	96, 168	9, 25, 41, 57, 73, 89, 105, 121, 137, 153, 169, 185	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
(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.	129, 198		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

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