

REWARDS Series

Correlations to the Texas Essential Knowledge and Skills for English Language Arts and Reading

The following table demonstrates how the REWARDS Series aligns to the Texas Essential Knowledge and Skills for English Language Arts and Reading. As a supplemental intervention solution, REWARDS does not meet 100% of standards—it does, however, focus on certain standards. Please note that the different books in the REWARDS series will correlate to different grade levels as follows:

Table Coding:

RWDI : INTERMEDIATE REWARDS--ALIGNED TO GRADES 4-6 STANDARDS

RWDS : SECONDARY REWARDS--ALIGNED TO GRADES 6-12 STANDARDS

RWDSS: REWARDS PLUS SOCIAL STUDIES--ALIGNED TO GRADES 6-12 STANDARDS

RWDSCI: REWARDS PLUS SCIENCE--ALIGNED TO GRADES 6-12 STANDARDS

RW: REWARDS WRITING SENTENCE REFINEMENT--ALIGNED TO GRADES 5-12 STANDARDS

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	p.210-277				
(2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:____); (D) identify the meaning of common idioms; and (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Lessons 1-25 pp.1-279				

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(3) 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) summarize and explain the lesson or message of a work of fiction as its theme; and (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	p.277				
4) 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 explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).					
(5) 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 describe the structural elements particular to dramatic literature					
(6) 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: (A) sequence and summarize the plot's main events and explain their influence on future events; (B) describe the interaction of characters including their relationships and the changes they undergo; and (C) identify whether the narrator or speaker of a story is first or third person					
(7) 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 identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	Lessons 20-25, pp. 213-278				
(8) 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 identify the author's use of similes and metaphors to produce imagery	p.253				
9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining	Lessons 20-25 pp. 203-277				

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
meaning and logical order (e.g., generate a reading log or journal; participate in book talks).					
(10) 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 difference between a stated and an implied purpose for an expository text.	p.227				
(11) 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: (A) summarize the main idea and supporting details in text in ways that maintain meaning; (B) distinguish fact from opinion in a text and explain how to verify what is a fact; (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information	p.214				
(12) 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 explain how an author uses language to present information to influence what the reader thinks or does.	p.277				
(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).					
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior; (B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and (C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).					
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the					

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); B) develop drafts by categorizing ideas and organizing them into paragraphs(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience					
(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).					
(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences					
(18) 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: (A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement; (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and (C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.					
(19) 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 persuasive essays for appropriate audiences that establish a position and use supporting details.					
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying					

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) reflexive pronouns (e.g., myself, ourselves); (vii) correlative conjunctions (e.g., either/or, neither/nor); and (viii) use time-order transition words and transitions that indicate a conclusion B) use the complete subject and the complete predicate in a sentence; and (C) use complete simple and compound sentences with correct subject-verb agreement					
(21) 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: (A) write legibly by selecting cursive script or manuscript printing as appropriate; (B) use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities; and (C) recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks.					
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) spell words with more advanced orthographic patterns and rules: (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es); (ii) irregular plurals (e.g., man/men, foot/feet, child/children); (iii) double consonants in middle of words; (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and (v) silent letters (e.g., knee, wring); (B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-); (C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and (D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	Lessons 1-25, pp. 277				
(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.					
(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question					

GRADE 4 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
and systematically record the information they gather. Students are expected to: (A) follow the research plan to collect information from multiple sources of information both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics); (C) take simple notes and sort evidence into provided categories or an organizer; (D) identify the author, title, publisher, and publication year of sources; and (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources					
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).					
(26) 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 draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.					
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and (B) follow, restate, and give oral instructions that involve a series of related sequences of action.	P.277				
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.					
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others					

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Lessons 20-25 pp.203-277				
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p> <p>(C) produce analogies with known antonyms and synonyms;</p> <p>(D) identify and explain the meaning of common idioms, adages, and other sayings; and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> <p>(3) 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>(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures;</p> <p>(B) describe the phenomena explained in origin myths from various cultures; and</p> <p>(C) explain the effect of a historical event or movement on the theme of a work of literature.</p>	Lessons 1-25 pp.25-277				<p>Word Choice Book pp. 1-89</p> <p>Lessons 1-75 pp.1-263</p>
(4) 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 how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.					
(5) 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 the similarities and differences between an original text and its dramatic adaptation.					
<p>6) 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>(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;</p>					



GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and (C) explain different forms of third-person points of view in stories.					
(7) 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 identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.					
(8) 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 evaluate the impact of sensory details, imagery, and figurative language in literary text.					
(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	pp.203-277				
(10) 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 draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	pp.203-277				
(11) 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: (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; (B) determine the facts in text and verify them through established methods; (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; and (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	pp.203-277				

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
<p>12) 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>(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and</p> <p>(B) recognize exaggerated, contradictory, or misleading statements in text.</p>					
<p>(13) 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>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; and</p> <p>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>					
<p>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);</p> <p>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);</p> <p>(C) identify the point of view of media presentations; and</p> <p>(D) analyze various digital media venues for levels of formality and informality.</p>					
<p>(15) 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>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>					<p>Lessons 1-75 pp. 1-263</p>

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
<p>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and <p>(B) write poems using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length). 					
<p>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</p>					
<p>(18) 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>(A) create multi-paragraph essays to convey information about the topic that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs; <p>(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and</p> <p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.</p>					
<p>(19) 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 persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>					
<p>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active voice); (ii) collective nouns (e.g., class, public); (iii) adjectives (e.g., descriptive, including origins: French windows, 					<p>Lessons 1-75 pp. 1-263</p>

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
<p>American cars) and their comparative and superlative forms (e.g., good, better, best);</p> <p>(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>(vii) subordinating conjunctions (e.g., while, because, although, if); and</p> <p>(viii) transitional words (e.g., also, therefore);</p> <p>(B) use the complete subject and the complete predicate in a sentence; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>					
<p>(21) 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>(A) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p> <p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences; and</p> <p>(ii) proper punctuation and spacing for quotations; and</p> <p>(C) use proper mechanics including italics and underlining for titles and emphasis.</p>					Lessons 1-75 pp.1-263
<p>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician);</p> <p>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and</p> <p>(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation);</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, meter);</p> <p>(ii) Latin Roots (e.g., spec, scrib, rupt, port, ject, dict);</p> <p>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and</p> <p>(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence);</p> <p>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(E) know how to use the spell-check function in word processing while understanding its limitations.</p>	Lessons 1-25 pp. 25-277				
<p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>					

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and (B) generate a research plan for gathering relevant information about the major research question.					
(24) 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: (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts; (B) differentiate between primary and secondary sources; (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.					
(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and (B) evaluate the relevance, validity, and reliability of sources for the research.					
(26) 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: (A) compiles important information from multiple sources; (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions; (C) presents the findings in a consistent format; and (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).					
(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective;					

GRADE 5 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(B) follow, restate, and give oral instructions that include multiple action steps; and (C) determine both main and supporting ideas in the speaker's message.					
(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.					
(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.					

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Lessons 1-25 pp.25-277	Lessons 1-20 pp.1-253	Appl. Lessons 1-15 pp.59-222	Appl. Lessons 1-15 pp.1-291	
(2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____); (D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP</i> , <i>que sera sera</i>); and (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	Lessons 1-25 pp.25-277	Lessons 1-20 pp.1-253	Appl. Lessons 1-15 pp.59-222	Appl. Lessons 1-15 pp.1-291	

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(3) 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) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and I compare and contrast the historical and cultural settings of two literary works.					
(A) 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 explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.					
(A) 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 the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.					
(6) 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: (A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction; (B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and I describe different forms of point-of-view, including first- and third-person.					
(A) 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 identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.					
(A) 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					

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.					
(A) 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 compare and contrast the stated or implied purposes of different authors writing on the same topic.			Appl. Lessons pp.59-213		
(10) 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: (A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions; (B) explain whether facts included in an argument are used for or against an issue; I explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	Lesson 21 -25 pp. 227		Appl. Lessons 1-15 pp.59-213	Appl. Lessons 1-15 pp.59-279	
(11) 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: (A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and (B) identify simply faulty reasoning used in persuasive texts.			Appl. Lessons 1-15 pp.59-213	Appl. Lessons 1-15 pp.59-279	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and (B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.			Appl. Lessons 1-15 pp.59-213	Appl. Lessons 1-15 pp.59-279	
(13) 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:					

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(A) explain messages conveyed in various forms of media; (B) recognize how various techniques influence viewers' emotions; I critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and (D) analyze various digital media venues for levels of formality and informality.					
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; I revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.					Lessons 1-75 pp.1-263
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view; (ii) a specific, believable setting created through the use of sensory details; and (iii) dialogue that develops the story; and (B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (A) graphic elements (e.g., capital letters, line length).					
(A) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.					
(17) 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: (A) create multi-paragraph essays to convey information about a topic				Appl. Lessons	Appl. Lessons

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
<p>that:</p> <ul style="list-style-type: none"> (i) present effective introductions and concluding paragraphs; (ii) guide and inform the reader's understanding of key ideas and evidence; (iii) include specific facts, details, and examples in an appropriately organized structure; and (iv) use a variety of sentence structures and transitions to link paragraphs; <p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p> <p>I write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p> <p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>			1-15 pp. 59-213	1-15 pp. 59-279	
<p>(A) 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 persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>					
<p>(19) 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>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (i) verbs (irregular verbs and active and passive voice); (ii) non-count nouns (e.g., rice, paper); (iii) predicate adjectives (She is <i>intelligent</i>.) and their comparative and superlative forms (e.g., many, more, most); (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) indefinite pronouns (e.g., all, both, nothing, anything); (vii) subordinating conjunctions (e.g., while, because, although, if); and (viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to); <p>(B) differentiate between the active and passive voice and know how to use them both; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>					Lessons 1-75 pp.1-263
<p>(20) 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>(A) use capitalization for:</p>		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263



Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
(i) abbreviations; (ii) initials and acronyms; and (iii) organizations; (B) recognize and use punctuation marks including: (i) commas in compound sentences; (ii) proper punctuation and spacing for quotations; and (iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and (C) use proper mechanics including italics and underlining for titles of books.					
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect); (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and (C) know how to use the spell-check function in word processing while understanding its limitations.		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and (B) generate a research plan for gathering relevant information about the major research question.					
(23) 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: (A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts; (B) differentiate between primary and secondary sources; (C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes; (D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.					
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) refine the major research question, if necessary, guided by the					

Grade 6 English Language Arts Reading TEKS	RW DI	RW DS	RW DSS	RW DSCI	RW
answers to a secondary set of questions; and (B) evaluate the relevance and reliability of sources for the research.					
(25) 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: (A) compiles important information from multiple sources; (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions; (C) presents the findings in a consistent format; and (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).					
(26) 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: (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective; (B) follow and give oral instructions that include multiple action steps; and (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.					
(27) 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 an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.					
(28) 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 in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.					

Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.		Lessons 1-20 pp.1-253	Appl. Lessons 1-15 pp.59-222	Appl. Lessons 1-15 pp.1-291	



Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;</p> <p>(C) complete analogies that describe part to whole or whole to part;</p> <p>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>		Lessons 1-25 pp.25-277	Lessons 1-20 pp.1-253	Appl. Lessons 1-15 pp.59-222	
<p>(3) 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>(A) describe multiple themes in a work of fiction;</p> <p>(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and</p> <p>(C) analyze how place and time influence the theme or message of a literary work.</p>					
<p>(4) 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 importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>					
<p>(5) 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 a playwright's use of dialogue and stage directions.</p>					
<p>(6) 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>(A) explain the influence of the setting on plot development;</p> <p>(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and</p> <p>(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p>					
<p>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied</p>					



Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.					
(8) 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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.					
(9) 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 difference between the theme of a literary work and the author's purpose in an expository text.					
(10) 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: (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (B) distinguish factual claims from commonplace assertions and opinions; (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	
(11) 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: (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and (B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.					
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and (B) explain the function of the graphical components of a text.					



Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
<p>(13) 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>(A) interpret both explicit and implicit messages in various forms of media;</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>(C) evaluate various ways media influences and informs audiences; and</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p>					
<p>(14) 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>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>			<p>Appl. Lessons 1-15 pp. 59-213</p>	<p>Appl. Lessons 1-15 pp. 59-279</p>	<p>Lessons 1-75 pp.1-263</p>
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <p>(i) sustains reader interest;</p> <p>(ii) includes well-paced action and an engaging story line;</p> <p>(iii) creates a specific, believable setting through the use of sensory details;</p> <p>(iv) develops interesting characters; and</p> <p>(v) uses a range of literary strategies and devices to enhance the style and tone; and</p> <p>(B) write a poem using:</p> <p>(i) poetic techniques (e.g., rhyme scheme, meter);</p> <p>(ii) figurative language (e.g., personification, idioms, hyperbole); and</p> <p>(iii) graphic elements (e.g., word position).</p>					

Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.					
(17) 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: (A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; (C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and (D) produce a multimedia presentation involving text and graphics using available technology.					
(18) 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 a persuasive essay to the appropriate audience that: (A) establishes a clear thesis or position; (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					
(19) 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: (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (perfect and progressive tenses) and participles; (ii) appositive phrases; (iii) adverbial and adjectival phrases and clauses; (iv) conjunctive adverbs (e.g., consequently, furthermore, indeed); (v) prepositions and prepositional phrases and their influence on subject-verb agreement; (vi) relative pronouns (e.g., whose, that, which); (vii) subordinating conjunctions (e.g., because, since); and					Lesson 1-75 pp.1-263



Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(viii) transitions for sentence to sentence or paragraph to paragraph coherence; (B) write complex sentences and differentiate between main versus subordinate clauses; and (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.					
(20) 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: (A) use conventions of capitalization; and (B) recognize and use punctuation marks including: (i) commas after introductory words, phrases, and clauses; and (ii) semicolons, colons, and hyphens.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263
(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.					
(23) 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: (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; (B) categorize information thematically in order to see the larger constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.					
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view)					

Grade 7 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
and explain why one source is more useful than another.					
(25) 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: (A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.					
(26) 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: (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).					
(27) 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 present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.					
(28) 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 discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and		Lessons 1-20 pp.1-253	Appl. Lessons 1-15	Appl. Lessons 1-15 pp.1-	

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
the nature of the text.			pp.59-222	291	
<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;</p> <p>© complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p> <p>(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>		Lessons 1-25 pp.25-277	Lessons 1-20 pp.1-253	Appl. Lessons 1-15 pp.59-222	
<p>(3) 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>(A) analyze literary works that share similar themes across cultures;</p> <p>(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and</p> <p>© explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.</p>					
<p>(1) 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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).</p>					
<p>(1) 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 different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.</p>					
<p>(6) 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>(A) analyze linear plot developments (e.g., conflict, rising action, falling</p>					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
action, resolution, subplots) to determine whether and how conflicts are resolved; (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and © analyze different forms of point of view, including limited versus omniscient, subjective versus objective.					
(1) 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 passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.					
(1) 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 effect of similes and extended metaphors in literary text.					
(1) 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 works written on the same topic and compare how the authors achieved similar or different purposes.					
(10) 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: (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; © make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	
(11) 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					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
<p>expected to:</p> <p>(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and</p> <p>(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.</p>					
<p>(12) 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>(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and</p> <p>(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.</p>				Appl. Lessons 1-15 pp.59-279	
<p>(13) 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>(A) evaluate the role of media in focusing attention on events and informing opinion on issues;</p> <p>(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;</p> <p>© evaluate various techniques used to create a point of view in media and the impact on audience; and</p> <p>(D) assess the correct level of formality and tone for successful participation in various digital media.</p>					
<p>(14) 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>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p> <p>© revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	Lessons 1-75 pp.1-263



<i>Grade 8 English Language Arts Reading TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
<p>(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write an imaginative story that:</p> <ul style="list-style-type: none"> (i) sustains reader interest; (ii) includes well-paced action and an engaging story line; (iii) creates a specific, believable setting through the use of sensory details; (iv) develops interesting characters; and (v) uses a range of literary strategies and devices to enhance the style and tone; and <p>(B) write a poem using:</p> <ul style="list-style-type: none"> (i) poetic techniques (e.g., rhyme scheme, meter); (ii) figurative language (e.g., personification, idioms, hyperbole); and (1) graphic elements (e.g., word position). 					
<p>(1) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.</p>					
<p>(17) 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>(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; <p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p> <p>© write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and</p> <p>(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.</p>					
<p>(18) 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 a persuasive essay to the appropriate audience that:</p> <p>(A) establishes a clear thesis or position;</p> <p>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</p> <p>(C) includes evidence that is logically organized to support the author's</p>					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
viewpoint and that differentiates between fact and opinion.					
<p>(19) 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>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (perfect and progressive tenses) and participles;</p> <p>(ii) appositive phrases;</p> <p>(iii) adverbial and adjectival phrases and clauses;</p> <p>(iv) relative pronouns (e.g., whose, that, which); and</p> <p>(v) subordinating conjunctions (e.g., because, since);</p> <p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p> <p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>					Lessons 1-75 pp.1-263
<p>(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p> <p>(B) use correct punctuation marks, including:</p> <p>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</p> <p>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>					Lessons 1-75 pp.1-263
<p>(21) 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>		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp.59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263
<p>(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p>					
<p>(23) 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>(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;</p> <p>(B) categorize information thematically in order to see the larger</p>					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and (D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.					
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.					
(25) 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: (A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.					
(26) 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: (A) listen to and interpret a speaker's purpose by explaini'g the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; (B) follow'and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and (C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.					
(27) 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 advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.					
(28) 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					

Grade 8 English Language Arts Reading TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.					

English Language Arts Reading, English I	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
<p>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <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>(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;</p> <p>(C) produce analogies that describe a function of an object or its description;</p> <p>(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</p> <p>(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.</p>			<p>Appl. Lessons 1-15</p> <p>pp.59-222</p>	<p>Appl. Lessons 1-15</p> <p>pp.1-291</p>	
<p>(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>(A) analyze how the genre of texts with similar themes shapes meaning;</p> <p>(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p>					
<p>(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.</p>					
<p>(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.</p>					

<i>English Language Arts Reading, English I</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(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: (A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; (C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.					
(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.					
(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.					
(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.					
(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: (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; (B) differentiate between opinions that are substantiated and unsubstantiated in the text; (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic			Appl. Lessons 1-15 pp.59-222	Appl. Lessons 1-15 pp.1-291	

<i>English Language Arts Reading, English I</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
and support those findings with textual evidence.					
(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: (A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and (B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.			Appl. Lessons 1-15 pp.59-222	Appl. Lessons 1-15 pp.1-291	
(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: (A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and (B) analyze factual, quantitative, or technical data presented in multiple graphical sources.					
(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: (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; (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); (C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.					
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (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; (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; (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;					p.89

<i>English Language Arts Reading, English I</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.					
(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: (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; (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 (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.					
(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: (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences; (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques; (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and (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.					
(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>English Language Arts Reading, English I</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views; (C) counter-arguments based on evidence to anticipate and address objections; (D) an organizing structure appropriate to the purpose, audience, and context; and (E) an analysis of the relative value of specific data, facts, and ideas.					
(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: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).					Lessons 1-75 pp.1-263
(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: (A) use conventions of capitalization; and (B) use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information.					Lessons 1-75 pp.1-263
(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.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	Lessons 1-75 pp.1-263
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic.					
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question					

<i>English Language Arts Reading, English I</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
and systematically record the information they gather. Students are expected to: (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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).					
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (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 (C) critique the research process at each step to implement changes as the need occurs and is identified.					
(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: (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (C) uses graphics and illustrations to help explain concepts where appropriate; (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 (E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.					
(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: (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; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate the effectiveness of a speaker's main and supporting ideas.					

English Language Arts Reading, English I	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(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.					

English Language Arts and Reading, English II TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(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; (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; (C) infer word meaning through the identification and analysis of analogies and other word relationships; (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., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i>); and (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.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	
(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; (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and (C) relate the figurative language of a literary work to its historical and cultural setting.					
(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					

English Language Arts and Reading, English II TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
position) in poetry.					
(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.					
(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: (A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; (C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.					
(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.					
(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.					
(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.					
(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: (A) summarize text and distinguish between a summary and a critique					

English Language Arts and Reading, English II TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
and identify non-essential information in a summary and unsubstantiated opinions in a critique; (B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and (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.					
(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: (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 (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.					
(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: (A) evaluate text for the clarity of its graphics and its visual appeal; and (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).					
(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: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); (C) examine how individual perception or bias in coverage of the same event influences the audience; and (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.					
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the					

<i>English Language Arts and Reading, English II TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
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; (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; (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; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.					
(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: (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; (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 (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.					
(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: (A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers' questions; (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:					

English Language Arts and Reading, English II TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and (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.					
(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: (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; (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); (C) counter-arguments based on evidence to anticipate and address objections; (D) an organizing structure appropriate to the purpose, audience, and context; (E) an analysis of the relative value of specific data, facts, and ideas; and (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).					
(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: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).					Lesson 48, p.163
(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: (A) use conventions of capitalization; and (B) use correct punctuation marks including:					p.190



<i>English Language Arts and Reading, English II TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information.					
(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.					
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic. (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: (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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).					
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (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 (C) critique the research process at each step to implement changes as the need occurs and is identified					
(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: (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;					

English Language Arts and Reading, English II TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(C) uses graphics and illustrations to help explain concepts where appropriate; (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 (E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.					
(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: (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; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.					
(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.					
(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.					

English Language Arts and Reading, English III TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(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;			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	

<i>English Language Arts and Reading, English III TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; (C) infer word meaning through the identification and analysis of analogies and other word relationships; (D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.					
(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) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition; (B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.					
(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 metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.					
(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 the themes and characteristics in different periods of modern American drama.					
(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: (A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction; (B) analyze the internal and external development of characters through a range of literary devices; (C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and (D) demonstrate familiarity with works by authors in American fiction from					

<i>English Language Arts and Reading, English III TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
each major literary period.					
(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 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.					
(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 analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.					
(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 how the style, tone, and diction of a text advance the author's purpose and perspective or stance.					
(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: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; (B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and (D) 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.			P.220	p.152	
(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: (A) evaluate how the author's purpose and stated or perceived audience					

English Language Arts and Reading, English III TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
affect the tone of persuasive texts; and (B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.					
(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: (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and (B) 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.					
(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: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) 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; (C) evaluate the objectivity of coverage of the same event in various types of media; and (D) evaluate changes in formality and tone across various media for different audiences and purposes.					
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (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; (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 to convey meaning; (C) 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, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and					p.228

<i>English Language Arts and Reading, English III TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
publish written work for appropriate audiences.					
<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:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p>					
<p>(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>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a clear thesis statement or controlling idea;</p> <p>(iv) a clear organizational schema for conveying ideas;</p> <p>(v) relevant and substantial evidence and well-chosen details; and</p> <p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p> <p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>(iii) relevant questions that engage readers and consider their needs;</p> <p>(iv) accurate technical information in accessible language; and</p> <p>(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p> <p>(C) write an interpretation of an expository or a literary text that:</p> <p>(i) advances a clear thesis statement;</p> <p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and</p> <p>(v) anticipates and responds to readers' questions or contradictory</p>				p.236	

English Language Arts and Reading, English III TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
information; and (D) 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.					
(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: (A) 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; (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); (C) an organizing structure appropriate to the purpose, audience, and context; (D) information on the complete range of relevant perspectives; (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and (F) 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).					
(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: (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).					Lessons 1-75 pp.1-263
(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 correctly and consistently use conventions of punctuation and capitalization.					Lessons 1-75 pp.1-263
(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.		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a					

English Language Arts and Reading, English III TEKS	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
major research question to address the major research topic; and (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.					
(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: (A) 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; (B) 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 (C) 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.					
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (B) 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 (C) critique the research process at each step to implement changes as the need occurs and is identified.					
(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: (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) 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 (E) is of sufficient length and complexity to address the topic.					
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students					

<i>English Language Arts and Reading, English III TEKS</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
will continue to apply earlier standards with greater complexity. Students are expected to: (A) 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 (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.					
(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 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, purposeful gestures, and conventions of language to communicate ideas effectively.					
(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, 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.					

<i>English Language Arts and Reading, English IV</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; (C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation); (D) analyze and explain how the English language has developed and been influenced by other languages; and (E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp. 59-279	

<i>English Language Arts and Reading, English IV</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
electronic) as needed.					
(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 works of literature that express a universal theme; (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.					
(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 evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.					
(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 evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.					
(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: (A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; (C) compare and contrast the effects of different forms of narration across various genres of fiction; and (D) demonstrate familiarity with works of fiction by British authors from each major literary period.					
(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					

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the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.					
(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 analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.					
(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 consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.					
(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: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; (B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.			Appl. Lessons 1-15 pp.59-213	Appl. Lessons 1-15 pp.59-279	
(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: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.					

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(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: (A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and (B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.					
(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: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) 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; (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and (D) evaluate changes in formality and tone across various media for different audiences and purposes.					
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (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; (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 to convey meaning; (C) 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, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.				Appl. Lessons 1-15 pp.59-279	p.89

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<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:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p>					
<p>(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>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; (vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and (vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it; <p>(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <ul style="list-style-type: none"> (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and address their potential problems and misunderstandings; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate); <p>(C) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions and contradictory 					

<i>English Language Arts and Reading, English IV</i>	RWD-I	RWD-S	RWD-SS	RWD-SCI	RW
information; and (D) 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.					
(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: (A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions); (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); (C) an organizing structure appropriate to the purpose, audience, and context; (D) information on the complete range of relevant perspectives; (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; (F) 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 (G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.					
(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: (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).					Lessons 1-75 pp.1-263
(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 correctly and consistently use conventions of punctuation and capitalization.			Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	Lessons 1-75 pp.1-263
(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.		Lessons 1-20 pp.27-243	Appl. Lessons 1-15 pp. 59-213	Appl. Lessons 1-15 pp.59-279	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected					

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to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.					
(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: (A) 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; (B) 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 (C) 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.					
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) modify the major research question as necessary to refocus the research plan; (B) 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 (C) critique the research process at each step to implement changes as the need occurs and is identified.					
(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: (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) 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 (E) is of sufficient length and complexity to address the topic.					



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(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: (A) 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 (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.					
(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 formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.					
(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, 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.					