

# Draft Recommendations Side by Side—English Language Arts and Reading, English II

Current English Language Arts and Reading TEKS	TEKS Review Committee Draft Recommendations
<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) infer word meaning through the identification and analysis of analogies and other word relationships;</p> <p>(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</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>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to decode and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(A) self-select texts and read independently for a sustained period of time</p> <p>(B) develop vocabulary to:</p> <p>(i) use a variety of resources print, digital, and web-based including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding;</p> <p>(ii) use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases; and</p> <p>(iii) apply word study to increase vocabulary and learn new words and concepts, including academic and other content area vocabulary;</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) compare and contrast differences in similar themes expressed in different time periods;</p> <p>(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary</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 structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</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 analyze how archetypes and motifs in drama affect the plot of plays.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p>
<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts.</p>

<p>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 isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p> <p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p> <p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.</p>	<p>Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p>
<p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to: (A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p>
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(A) analyze the characteristics and structural elements of literary texts such as character, plot, and theme;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze</p>

	<p>and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(D) analyze the effect of literal and figurative language to achieve specific purposes;</p> <p>(G) identify and analyze the use of rhetorical devices including allusion, appeals, understatement, overstatement, parallelism, and shifts;</p>
<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(E) analyze how the historical period and cultural contexts influence texts;</p>
<p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p> <p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(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.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p>
<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(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</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p>

<p>arguments; and</p> <p>(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.</p>	<p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(C) analyze characteristics and structural elements of argumentative texts such as, clear arguable thesis, reasoning, appeals, and counter argument;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p>
<p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) evaluate text for the clarity of its graphics and its visual appeal; and</p> <p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p>	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(B) analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and insightful commentary;</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(C) analyze and evaluate author's use of print and graphic features to achieve specific purposes; and</p>
<p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p> <p>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</p> <p>(D) evaluate changes in formality and tone within the same medium for specific</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary</p> <p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts. The student is expected to:</p> <p>(D) evaluate the characteristics of multimodal texts for literary, informational, and argumentative purposes; and</p>

audiences and purposes.	
<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(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;</p> <p>(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;</p> <p>(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> <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>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(D) interact with a variety of n sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting or illustrating</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(H) respond to ideas and feedback about personal and academic writing; and</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(C) revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency;</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <p>(E) publish written work for appropriate audiences;</p> <p>(F) use the elements of craft to advance the writer’s purpose when composing by</p> <p>(i) developing an engaging idea reflecting depth of thought with specific details and relevance;</p> <p>(ii) organizing with sound and purposeful structure including an effective lead, sentence-to-sentence connections, and closing;</p> <p>(iii) using intentional word choice, precise nouns, and strong actions verbs;</p> <p>(iv) constructing a variety of sentence structure and length;</p>
<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, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(G) compose literary texts using genre characteristics and author’s craft such as personal narratives, fiction, and poetry</p>

<p>(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</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</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"> <li>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</li> <li>(ii) rhetorical devices, and transitions between paragraphs;</li> <li>(iii) a thesis or controlling idea;</li> <li>(iv) an organizing structure appropriate to purpose, audience, and context;</li> <li>(v) relevant evidence and well-chosen details; and</li> <li>(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;</li> </ul> <p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> <li>(i) organized and accurately conveyed information;</li> <li>(ii) reader-friendly formatting techniques; and</li> <li>(iii) anticipation of readers' questions;</li> </ul> <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> <li>(i) extends beyond a summary and literal analysis;</li> <li>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</li> <li>(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and</li> </ul> <p>(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.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, and phonics, and morphology to decode and encode texts. Students apply knowledge and relationships found in when studying the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) develop oral language through listening and speaking by:</p> <ul style="list-style-type: none"> <li>(i) giving an organized presentation with a specific point of view</li> </ul> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <ul style="list-style-type: none"> <li>(I) respond to various audiences with appropriate register, vocabulary, and voice</li> </ul> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</li> <li>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</li> <li>(H) compose informational texts using genre characteristics and author's craft such as resumes and essays, including personal and informative;</li> <li>(J) compose correspondence that reflects an opinion, registers a compliant, or requests information in a business or friendly structure</li> <li>(K) compose analytical texts using genre characteristics and author's craft including a literary analysis paragraph</li> </ul> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(F) incorporate digital technology, when appropriate;</li> </ul>
<p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts.</p>

<p>attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p> <p>(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);</p> <p>(C) counter-arguments based on evidence to anticipate and address objections;</p> <p>(D) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(E) an analysis of the relative value of specific data, facts, and ideas; and</p> <p>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>	<p>Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(I) respond to various audiences with appropriate register, vocabulary, and voice</p> <p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;</p> <p>(B) develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations;</p> <p>(I) compose argumentative texts using genre characteristics and author's craft;</p>
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p> <p>(ii) restrictive and nonrestrictive relative clauses; and</p> <p>(iii) reciprocal pronouns (e.g., each other, one another);</p> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including</p> <p>(i) sentence-combining techniques, effectively avoiding problematic splices, and sentence fragments;(vi) consistent and logical use of verb tense;</p> <p>(viii) subject-verb agreement;</p> <p>(ix) pronoun-agreement;</p> <p>(xi) accurate usage of homonyms;</p>
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use conventions of capitalization; and</p>	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p>

<p>(B) use correct punctuation marks including:</p> <ul style="list-style-type: none"> <li>(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;</li> <li>(ii) quotation marks to indicate sarcasm or irony; and</li> <li>(iii) dashes to emphasize parenthetical information.</li> </ul>	<p>(D) edit drafts independently and collaboratively using standard English conventions of grammar, spelling, capitalization, and punctuation including;</p> <ul style="list-style-type: none"> <li>(ii) commas to set off absolute, gerund, infinitive, and participle phrases;</li> <li>(iii) semi-colons to indicate a relationship between closely related independent clauses;</li> <li>(iv) parallel structure;</li> <li>(v) dashes and colons;</li> <li>(x) apostrophes to show possession;</li> <li>(xii) capitalization; and</li> <li>(xiii) capitalization and punctuation of titles.</li> </ul>
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</li> <li>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</li> </ul>	<p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) refine student-selected questions for formal and informal inquiry;</li> <li>(B) develop and implement a plan;</li> </ul>
<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</li> <li>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</li> </ul>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <ul style="list-style-type: none"> <li>(D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting or illustrating</li> <li>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary</li> </ul> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) refine student-selected questions for formal and informal inquiry;</li> <li>(C) locate relevant sources and synthesize information;</li> <li>(D) critically evaluate primary and secondary sources;</li> <li>(E) demonstrate understanding selecting appropriate mode of delivery: <ul style="list-style-type: none"> <li>(i) incorporate source materials to advance thesis;</li> <li>(ii) document academic citations;</li> </ul> </li> </ul>



	<p>(iii) use source materials ethically; and</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p>
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(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</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(G) compare multiple sources including different genres and write a response with accurate and relevant text evidence and commentary</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) locate relevant sources and synthesize information;</p>
<p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <p>(A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>(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</p> <p>(E) uses a style manual (e.g., <i>Modern Language Association</i>, <i>Chicago Manual of Style</i>) to document sources and format written materials.</p>	<p>(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop oral language and word structure knowledge through phonological awareness, print concepts, and phonics, and morphology to decode and encode texts. Students apply knowledge and relationships found in when studying the structures, origins, and contextual meanings of words. The student is expected to:</p> <p>(C) develop oral language through listening and speaking by:</p> <p>(i) giving an organized presentation with a specific point of view</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) locate relevant sources and synthesize information;</p> <p>(D) critically evaluate primary and secondary sources;</p> <p>(E) demonstrate understanding selecting a strategic mode of delivery:</p> <p>(i) incorporate source materials to advance thesis;</p>

	(ii) document academic citations; (iii) use source materials ethically;
(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.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:  (D) interact with a variety of sources read, heard, or viewed in meaningful ways such as note taking, annotating, freewriting or illustrating  (F) paraphrase or summarize texts in ways that maintain meaning and logical order; and  (4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:  (A) listen actively, respond appropriately, and adjust communication to audiences and purposes;
(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.	(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to  (B) defend challenge, or qualify insights gained from a variety of sources using accurate and relevant text evidence;
(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.	(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:  (B) analyze a problem to develop a plan that sets ground rules for decision-making and participate productively with others toward common goals;  (C) contribute relevant information and provide and receive constructive feedback by posing and answering questions and conveying viewpoints; and
<b>Figure 19</b>	
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:  (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;  (B) ask literal, interpretive, and evaluative questions of text;	(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. The student is expected to:  (G) synthesize information create a new understanding;  (A) make and confirm predictions use text features, elements, and structure;  (B) generate questions about text before, during, and after reading to deepen understanding and gain information;

<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) create mental images to deepen understanding;</p> <p>(D) make connections to personal experiences, ideas in other texts, and to the larger community to activate prior knowledge;</p> <p>(F) prioritize information read to determine what is most important;</p> <p>(E) make inferences and use evidence to support understanding;</p> <p>(H) establish purpose for reading assigned and self-selected text</p> <p>(I) monitor comprehension and make connections and adjustments when understanding breaks down.</p> <p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) reflect on and write about the implicit and explicit meanings of text;</p> <p>(E) reflect on and adjust responses when valid evidence warrants.</p> <p>(F) paraphrase or summarize texts in ways that maintain meaning and logical order; and</p> <p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(A) identify and analyze the audience, purpose, and message within texts;</p>
	<p>(3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students react and respond to a variety of sources that are read, heard, or viewed.. The student is expected to:</p> <p>(A) describe the emotional impact of and personal connections to a variety of sources including self selected texts;</p>
	<p>(4) Collaboration. Students develop collaboration skills to participate productively in diverse interactions within a variety of digital and social environments using the four domains of language as appropriate. The student is expected to:</p> <p>(D) analyze and evaluate collaborative interactions.</p>
	<p>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts--The student is expected to:</p> <p>(F) recognize how forms and structures are the same and different within and across</p>

	genres.
	<p>(6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. The student is expected to:</p> <p>(E) identify and analyze how an author's diction and syntax e contributes to the mood, style, voice, and tone of a text;</p> <p>(F) identify and analyze the use of literary devices including point of view, irony, sarcasm, and motif to achieve specific purposes;</p> <p>(B) analyze the use of text structures to achieve specific purposes;</p>
	<p>(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:</p> <p>(F) use the elements of craft to advance the writer's purpose when composing by</p> <p>(v) using author's craft to develop voice; and</p>