

**Comments on the 2008
English Language Arts and Reading Texas Essential Knowledge and Skills:
Response to Guidelines for Expert Feedback
Sandra Stotsky
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1. Does each grade level or course follow a complete and logical development of English language arts and reading concepts?

SS: NO. I POINT OUT BELOW (my numbers 1-9 in small font size) WHAT IS MISSING OR REPETITIVE AND WHAT CHANGES NEED TO BE MADE TO ADDRESS GAPS, OMISSIONS, AND REPETITIONS IN STRANDS, STANDARDS, AND SUB-STANDARDS. SEE [APPENDIX A](#), THE OUTLINE FOR K-12. FURTHER EDITING NEEDS TO BE DONE.

1. In Beginning Reading, delete “Strategies”

- a. They are almost all repeated among the sub-standards in Comprehension of Literary and Informational Texts
- b. Strategies are not standards; they apply at all grade levels
- c. Omit in K, 1, 2, 3, and 4.

2. Move Vocabulary Development to Standard 1, especially in grades 6, 7, and 8. High school has it in the right place at all grade levels. The Heading should be Oral and Written Vocabulary Development, starting in K.

3. Integrate several sub-standards in the standard for Comprehension of Literary Texts. [APPENDIX Ba](#) shows an integration of theme, genre, and sensory language in a more accurately titled sub-standard called Classical and Traditional Literature.

4. Aim for consistency from grades 1 to 12 in highlighting classical and traditional literature, poetry, fiction, drama, and literary nonfiction ([APPENDICES Ba, Bb, Bc, Bd, and Be](#)). All 5 sub-standards need to be at all grade levels from K-12, and probably in that order.

5. Integrate all the varying sub-standards in the standard called Comprehension of Informational Text and make this standard more consistent across grades. [APPENDIX C](#) shows integration of all the sub-standards on culture, history, informational text, procedural text, persuasive text, and media literacy in one standard that could be called Reading Informational and Persuasive Texts. [APPENDIX C](#) also shows an edited version of many of these sub-standards, in an order that makes pedagogical sense. Still needs more editing.

6. Remove the standard called Writing Processes and leave it in the excellent developmental chart you already have showing the various stages of the writing processes that teachers at all grade levels address. (It’s in the vertical alignment of standards document.) Most of the standard can’t be measured and doesn’t belong in a set of standards. It addresses pedagogy. I attach a simple chart from the 2001 Massachusetts ELA curriculum framework that showed how most of the writing process was handled in that document, to teachers’ satisfaction ([APPENDIX D](#)).

7. Consolidate all the remaining standards in the strand titled Writing and make them more consistent through the grades. [APPENDIX E](#) shows integration of the sub-standards on writing literary, expository, procedural, personal, interpretive, and persuasive texts. This eliminates most of the repetition across these sub-standards. And what needs to be taught in a composition class will be clearer to teachers. Most of what needs to be taught applies to all of these various kinds of writing except literary writing.

8. Remove the entire strand titled Research and place it in a developmental chart showing the various stages of the research processes that teachers at all grade levels address. Most of the strand can’t be measured and the standards do not belong in a set of standards across grades. Most of it is also repetitive (see [APPENDIX F](#)). It is one of the most important strands in the curriculum (integrating reading, writing, listening, and speaking—if done properly) and needs to be highlighted and required at every grade level (with whatever major qualifications are needed in the early grades).

9. EXTEND the standard on Independent Reading (#9, 10, or 11) so that it continues through middle school and high school. There is no sound rationale for stopping the standard in grade 5 (see [APPENDIX G](#)), as if independent reading were not important after grade 5. It is actually far more important in the middle and high school grades if a major goal of K-12 ELA standards is to prepare all students for college and career. It is only from extensive reading

that students acquire the vocabulary they need for informational reading and writing. See [APPENDIX H](#) for a slightly edited version of the vocabulary sub-standards.

2. Have the correct vocabulary and terminology been used throughout the TEKS?

SS: FOR THE MOST PART. FOR WRITING, SOME TERMINOLOGY NEEDS TO BE MADE MORE CONSISTENT. I HAVE DONE SOME EDITING IN THE APPENDIX ON WRITING.

3. Is the level of rigor appropriate for each grade level?

SS: WITHOUT SPECIFICATIONS FOR LITERARY/HISTORICAL CONTENT IN K-10 AT EACH GRADE LEVEL, THE LEVEL OF RIGOR IS UNKNOWN. THIS IS THE MOST SERIOUS OMISSION OF ALL IN THE 2008 TEXAS ELA STANDARDS.

4. Are the student expectations (SEs) clear and specific?

SS: NO. THE STATEMENTS ARE CLEAR ENOUGH. BUT EXPECTATIONS ARE UNFATHOMABLE WITHOUT MORE GUIDELINES FOR CONTENT.

5. Are the TEKS aligned horizontally and vertically? If not, what gaps should be addressed?

SS: I HAVE ADDRESSED GAPS IN MY COMMENTS FOR GUIDELINE #1.

6. Can all student expectations reasonably be taught within the amount of time typically allotted for the grade level or high school course prior to the end of the school year or prior to a state assessment?

SS: NO. THERE ARE FAR TOO MANY STANDARDS AND SUB-STANDARDS AT EACH GRADE LEVEL. I AM SUGGESTING IN MANY APPENDICES HOW TO INTEGRATE STANDARDS AND SUB-STANDARDS OR ELIMINATE SOME ALTOGETHER. THE DOCUMENT MUST BE SHORTER AT ALL GRADE LEVELS.

7. Are there student expectations that can be eliminated in order to streamline the standards?

SS: YES. SEE ANSWER TO GUIDELINE #6 ABOVE.

8. Are there specific areas that need to be updated to reflect current research?

SS: YES. IT IS NOT POSSIBLE FOR STUDENTS TO USE CONTEXT TO DETERMINE THE MEANING OF MOST NEW OR HARD WORDS THEY ENCOUNTER IN AUTHENTIC MATERIAL. ADEQUATE CONTEXT SIMPLY ISN'T THERE IN NATURALLY WRITTEN MATERIAL; THE READER IS EXPECTED TO KNOW THE MEANINGS OF MOST WORDS EXCEPT THOSE PRESENTED IN A GLOSSARY OR FOOTNOTE THAT ARE NEW TO THE LESSON OR DEFINED BY THE AUTHOR. THAT IS WHY MOST STUDENTS MUST DO MORE READING ON THEIR OWN.

9. Are the College and Career Readiness Standards adequately and appropriately addressed throughout the TEKS?

SS: NO. THE TEXAS CCRS SPECIFICALLY ASK FOR CONTENT GUIDELINES, AND THERE ARE ALMOST NONE IN THE 2008 STANDARDS DOCUMENT. GUIDELINES FOR CONTENT APPEAR ONLY IN GRADES 11 AND 12 AND BRIEFLY. THEY ALSO APPEAR

IN SOME OF THE STANDARDS FOR THEME AND GENRE. BUT MANY MORE ARE NEEDED FOR RIGOROUS STANDARDS THAT ADDRESS THE CCRS. IT ASKS STUDENTS TO BE ABLE TO “Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.” THE NEW STANDARD I CREATED, TITLED “CLASSICAL AND TRADITIONAL LITERATURE” ADDRESSES MOST OF WHAT THE CCRS ASK FOR.

10. Do you have any other suggestions for ways in which the English language arts and reading TEKS can be improved?

SS: I HAVE LISTED MAJOR SUGGESTIONS ABOVE. BELOW IS A SUMMARY.

Major Recommendations

- 1. Provide guidelines for much more literary/historical content than is currently spelled out. Students must be prepared to read high school level material in high school if they are to be ready for college and career by grade 12 or to address the CCRS.**
- 2. Reduce the number of standards and sub-standards per grade level and throughout.**
- 3. Provide an appendix (not a standard and sub-standards) on writing processes through the grades, just as there is one appendix on reading processes through the grades. The vertically aligned document has fine charts on the writing and reading process that should be in the grade-by-grade document. Writing Process does not belong among standards.**
- 4. Provide a similar appendix (not a standard and sub-standards) showing the research process through the grades. The Research Process does not belong among standards but should be an interdisciplinary requirement.**

TEXAS 2008: APPENDIX A: Outline of Strands and Knowledge and Skills Statements (Standards)

Kindergarten

Reading

- Beginning Reading Skills
 - 1. Print Awareness
 - 2. Phonology
 - 3. Phonics
 - 4. Strategies
- 5. Vocabulary Development
- Comprehension of Literary Texts
 - 6. Theme and Genre
 - 7. Poetry
 - 8. Fiction
- Informational Text
 - 9. Culture and History
 - 10. Expository Text
 - 11. Procedural Text
- 12. Media Literacy

Writing

- Writing Processes
- Literary Texts
- Expository and Procedural Texts

Oral and Written Language

- Conventions
- Handwriting
- Spelling

Research

- Plan
- Gathering Sources

Listening and Speaking

- Listening
- Speaking
- Teamwork

Grade 1

Reading

- Beginning Reading Skills
 - 1. Print Awareness
 - 2. Phonology
 - 3. Phonics
 - 4. Strategies
 - 5. Fluency
- 6. Vocabulary Development
- Comprehension of Literary Texts
 - 7. Theme and Genre
 - 8. Poetry
 - 9. Fiction
 - 10. Literary Nonfiction
 - 11. Sensory Language
- 12. Independent Reading
- Informational Text
 - 13. Culture and History
 - 14. Expository Text
 - 15. Procedural Text
- 16. Media Literacy

Writing

- 17. Writing Processes
- 18. Literary Texts
- 19. Expository and Procedural Texts

Oral and Written Language

- 20. Conventions
- 21. Handwriting
- 22. Spelling

Research

- 23. Plan
- 24. Gathering Sources
- 25. Synthesizing Information
- 26. Organizing and Presenting Information

- Listening and Speaking
- 27. Listening
- 28. Speaking
- 29. Teamwork

Grade 2

Reading

- Beginning Reading Skills
- 1. Print Awareness
- 2. Phonics
- 3. Strategies
- 4. Fluency
- 5. Vocabulary Development
- Comprehension of Literary Texts
- 6. Theme and Genre
- 7. Poetry
- 8. Drama
- 9. Fiction
- 10. Literary Nonfiction
- 11. Sensory Language
- 12. Independent Reading
- Informational Text
- 13. Culture and History
- 14. Expository Text
- 15. Procedural Text
- 16. Media Literacy

Writing

- 17. Writing Processes
- 18. Literary Texts
- 19. Expository and Procedural Texts
- 20. Persuasive Texts

Oral and Written Language

- 21. Conventions
- 22. Handwriting
- 23. Spelling

Research

- 24. Plan
- 25. Gathering Sources
- 26. Synthesizing Information
- 27. Organizing and Presenting Information

Listening and Speaking

- 28. Listening
- 29. Speaking
- 30. Teamwork

Grade 3

Reading

- Beginning Reading Skills
- 1. Phonics
- 2. Strategies
- 3. Fluency
- 4. Vocabulary Development
- Comprehension of Literary Texts
- 5. Theme and Genre
- 6. Poetry
- 7. Drama
- 8. Fiction
- 9. Literary Nonfiction
- 10. Sensory Language
- 11. Independent Reading
- Comprehension of Informational Text
- 12. Culture and History
- 13. Expository Text
- 14. Persuasive Text
- 15. Procedural Text
- 16. Media Literacy

Writing

- 17. Writing Processes
- 18. Literary Texts
- 19. Expository and Procedural Texts

- 20. Persuasive Texts
- Oral and Written Language
- 21. Conventions
- 22. Handwriting
- 23. Spelling
- Research
- 24. Plan
- 25. Gathering Sources
- 26. Synthesizing Information
- 27. Organizing and Presenting Information
- Listening and Speaking
- 28. Listening
- 29. Speaking
- 30. Teamwork

Grade 4

Reading

- Beginning Reading Skills
 - 1. Phonics
 - 2. Strategies
 - 3. Fluency
- 4. Vocabulary Development
- Comprehension of Literary Texts
 - 5. Theme and Genre
 - 6. Poetry
 - 7. Drama
 - 8. Fiction
 - 9. Literary Nonfiction
 - 10. Sensory Language
- 11. Independent Reading
- Comprehension of Informational Text
 - 12. Culture and History
 - 13. Expository Text
 - 14. Persuasive Text
 - 15. Procedural Text
- 16. Media Literacy

Writing

- 17. Writing Processes
- 18. Literary Texts
- 19. Experience-Based Writing
- 20. Expository and Procedural Texts
- 21. Persuasive Texts

Oral and Written Language

- 22. Conventions
- 23. Handwriting
- 24. Spelling

Research

- 25. Plan
- 26. Gathering Sources
- 27. Synthesizing Information
- 28. Organizing and Presenting Information

Listening and Speaking

- 29. Listening
- 30. Speaking
- 31. Teamwork

Grade 5

Reading

- 1. Fluency
- 2. Vocabulary Development
- Comprehension of Literary Texts
 - 3. Theme and Genre
 - 4. Poetry
 - 5. Drama
 - 6. Fiction
 - 7. Literary Nonfiction
 - 8. Sensory Language
- 9. Independent Reading
- Comprehension of Informational Text
 - 10. Culture and History

- 11. Expository Text
- 12. Persuasive Text
- 13. Procedural Text
- 14. Media Literacy
- Writing
 - 15. Writing Processes
 - 16. Literary Texts
 - 17. Experience-Based Writing
 - 18. Expository and Procedural Texts
 - 19. Persuasive Texts
- Oral and Written Language
 - 20. Conventions
 - 21. Handwriting
 - 22. Spelling
- Research
 - 23. Plan
 - 24. Gathering Sources
 - 25. Synthesizing Information
 - 26. Organizing and Presenting Information
- Listening and Speaking
 - 27. Listening
 - 28. Speaking
 - 29. Teamwork

Grade 6

Reading

- 1. Fluency
- 2. Vocabulary Development
- Comprehension of Literary Texts
 - 3. Theme and Genre
 - 4. Poetry
 - 5. Drama
 - 6. Fiction
 - 7. Literary Nonfiction
 - 8. Sensory Language
- Comprehension of Informational Text
 - 9. Culture and History
 - 10. Expository Text
 - 11. Persuasive Text
 - 12. Procedural Text
- 13. Media Literacy

Writing

- 14. Writing Processes
- 15. Literary Texts
- 16. Experience-Based Writing
- 17. Expository and Procedural Texts
- 18. Persuasive Texts

Oral and Written Language

- 19. Conventions
- 20. Handwriting
- 21. Spelling

Research

- 22. Plan
- 23. Gathering Sources
- 24. Synthesizing Information
- 25. Organizing and Presenting Information

Listening and Speaking

- 26. Listening
- 27. Speaking
- 28. Teamwork

Grade 7

Reading

- 1. Fluency
- 2. Vocabulary Development
- Comprehension of Literary Texts
 - 3. Theme and Genre
 - 4. Poetry
 - 5. Drama
 - 6. Fiction

- 7. Literary Nonfiction
- 8. Sensory Language
- Comprehension of Informational Text
 - 9. Culture and History
 - 10. Expository Text
 - 11. Persuasive Text
 - 12. Procedural Text
- 13. Media Literacy
- Writing
 - 14. Writing Processes
 - 15. Literary Texts
 - 16. Experience-Based Writing
 - 17. Expository and Procedural Texts
 - 18. Persuasive Texts
- Oral and Written Language
 - 19. Conventions
 - 20. Handwriting
 - 21. Spelling
- Research
 - 22. Plan
 - 23. Gathering Sources
 - 24. Synthesizing Information
 - 25. Organizing and Presenting Information
- Listening and Speaking
 - 26. Listening
 - 27. Speaking
 - 28. Teamwork

Grade 8

Reading

- 1. Fluency
- 2. Vocabulary Development
- Comprehension of Literary Texts
 - 3. Theme and Genre
 - 4. Poetry
 - 5. Drama
 - 6. Fiction
 - 7. Literary Nonfiction
 - 8. Sensory Language
- Comprehension of Informational Text
 - 9. Culture and History
 - 10. Expository Text
 - 11. Persuasive Text
 - 12. Procedural Text
- 13. Media Literacy
- Writing
 - 14. Writing Processes
 - 15. Literary Texts
 - 16. Experience-Based Writing
 - 17. Expository and Procedural Texts
 - 18. Persuasive Texts
- Oral and Written Language
 - 19. Conventions
 - 20. Handwriting
 - 21. Spelling
- Research
 - 22. Plan
 - 23. Gathering Sources
 - 24. Synthesizing Information
 - 25. Organizing and Presenting Information
- Listening and Speaking
 - 26. Listening
 - 27. Speaking
 - 28. Teamwork

Two Elective Courses: Reading and Speech

Grade 9 - Grade 12

Reading

1. Vocabulary Development
- Comprehension of Literary Texts
 2. Theme and Genre
 3. Poetry
 4. Drama
 5. Fiction
 6. Literary Nonfiction
 7. Sensory Language
- Comprehension of Informational Text
 8. Culture and History
 9. Expository Text
 10. Persuasive Text
 11. Procedural Text
 12. Media Literacy
- Writing
 13. Processes
 14. Literary Texts
 15. Expository and Procedural Texts
 16. Persuasive texts
- Oral and Written Conventions
 17. Conventions
 18. Handwriting
 19. Spelling
- Research
 20. Plans
 21. Gathering Sources
 22. Synthesizing Information
 23. Organizing and Presenting
- Listening and Speaking
 24. Listening
 25. Speaking
 26. Teamwork

TEXAS 2008: APPENDIX Ba: Classical and Traditional Literature (Theme, Genre, and Literary Language)

Students analyze, make inferences and draw conclusions about theme, genre, and the meaning of literary language in classical or traditional literature and provide evidence from the text to support their understanding

Kindergarten:

- (A) identify elements of a story including setting, character, and key events;
- (B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;
- (C) recognize sensory details
- (D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.

Grade 1:

- (A) connect the meaning of a well-known story or fable to personal experiences
- (B) explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales.
- (C) recognize sensory details in literary text

Grade 2:

- (A) identify moral lessons as themes in well-known fables, legends, myths, or stories
- (B) compare different versions of the same story in traditional folktales with respect to their characters, settings, and plot
- (C) recognize that some words and phrases have literal and non-literal meanings (e.g., take steps)

Grade 3:

- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories
- (B) compare and contrast the settings in myths and traditional folktales.
- (C) identify language that creates a visual experience and appeals to the senses

Grade 4:

- (A) summarize and explain the message of a work of fiction as its theme
- (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.
- (C) identify the author's use of similes and metaphors to produce imagery

Grade 5:

- (A) compare the themes or moral lessons of several works of fiction from various cultures
- (B) describe the phenomena explained in origin myths from various cultures
- (C) explain the use of a historical event or movement in traditional literature
- (D) describe the impact of sensory details, imagery, and figurative language in classical text

Grade 6:

- (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 literature from various cultures
- (C) compare and contrast the historical and cultural settings of two classical literary works
- (D) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Grade 7:

- (A) describe multiple themes in a classical or traditional literary text;
- (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories)
- (C) analyze how place and time influence the theme of a classical or traditional literary work

(D) determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

Grade 8:

- (A) analyze literary works that share similar themes across cultures
- (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)
- (C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work
- (D) explain the effect of similes and extended metaphors in a literary text

(English I)

- (A) analyze how the genre of classical or traditional texts with similar themes shapes meaning;
- (B) analyze the influence of mythic, classical and traditional literature on later literature;
- (C) relate the figurative language of a literary work to its historical and cultural setting.
- (D) explain the role of irony, sarcasm, and paradox in a literary work.

English II:

- (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
- (C) relate the figurative language of a literary work to its historical and cultural setting
- (D) explain the function of symbolism, allegory, and allusions in a literary work.

English III:

- (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 novels, plays, or films
- (C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.
- (D) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works

English IV:

- (A) compare works of literature that express a universal theme;
- (B) compare similarities and differences in classical plays with their modern day novel, play, or film versions
- (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time
- (D) 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

TEXAS 2008: APPENDIX Bb: Study of Poetry

Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

Kindergarten: Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.

Grade 1: Students are expected to respond to rhythm, rhyme, and alliteration in poetry.

Grade 2: Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.

Grade 3: Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

Grade 4: 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).

Grade 5: Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

Grade 6: Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.

Grade 7: Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.

Grade 8: Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).

English I: Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

English II: 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.

English III: Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.

English IV: Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in **British** poetry across literary time periods.

TEXAS 2008: APPENDIX Bc: Study of 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:

Kindergarten:

- (A) retell a main event from a story read aloud; and
- (B) describe characters in a story and the reasons for their actions.

Grade 1:

- (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and
- (B) describe characters in a story and the reasons for their actions and feelings.

Grade 2:

- (A) describe similarities and differences in the plots and settings of several works by the same author; and
- (B) describe main characters in works of fiction, including their traits, motivations, and feelings.

Grade 3:

- (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.

Grade 4:

- (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.

Grade 5:

- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
- (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.

Grade 6:

- (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
- (C) describe different forms of point-of-view, including first- and third-person.

Grade 7:

- (A) explain the influence of the setting on plot development;
- (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and
- (C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.

Grade 8:

- (A) analyze linear plot developments (e.g., conflict, rising action, falling 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
- (C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.

Grade 9 (English I):

- (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.

English II:

- (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.

English III:

- (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
- (D) demonstrate familiarity with works by authors in American fiction from each major literary period.

English IV:

- (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.

TEXAS 2008: APPENDIX Bd: Study of Dramatic Literature

Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

Kindergarten: Nothing

Grade 1: Nothing

Grade 2: Students are expected to identify the elements of dialogue and use them in informal plays.

Grade 3: Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

Grade 4: Students are expected to describe the structural elements particular to dramatic literature.

Grade 5: Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.

Grade 6: 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.

Grade 7: Students are expected to explain a playwright's use of dialogue and stage directions.

Grade 8: Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.

Grade 9 (English I): Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.

English II: Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.

English III: Students are expected to analyze the themes and characteristics in different periods of modern American drama.

English IV: Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.

TEXAS 2008: APPENDIX Be: Study of 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.

Kindergarten: Nothing

Grade 1: explain whether a story is true or a fantasy and why.

Grade 2: distinguish between fiction and nonfiction.

Grade 3: explain the difference in narrative point of view between biography and autobiography

Grade 4: identify 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.

Grade 5: identify the literary language and devices used in biographies and autobiographies

Grade 6: identify the literary language and devices used in a memoir or personal narratives

Grade 7: describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.

Grade 8: analyze passages in well-known speeches for the author's use of literary devices and word and phrase choices to appeal to the audience.

English I: analyze how literary essays interweave personal examples and ideas with factual information to explain, present, or describe a situation or event.

English II: analyze the influence of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other form of literary nonfiction.

English III: analyze repetition, parallel structure, understatement in literary essays, true life adventures, and historically important speeches

English IV: analyze ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.

TEXAS 2008: APPENDIX C: Reading Informational or Persuasive Text

(integrates culture, history, informational text, procedural text, persuasive text, and media literacy)
Students analyze different types of, and formats for, informational or persuasive texts and provide evidence to support their claims and conclusions.

Kindergarten:

- (A) identify the topic of an informational text heard or read
- (B) identify important details in a text, heard or read, referring to the words and/or illustrations
- (C) use titles and illustrations to make predictions about the content of a text
- (D) identify different forms of media (e.g., television, newspapers, radio programs)
- (E) follow pictorial directions (e.g., recipes, science experiments)
- (F) identify the meaning of specific signs (e.g., traffic signs, warning signs)

Grade 1:

- (A) identify the author's purpose in writing a text
- (B) retell important details in a text, heard or read
- (C) retell the order of events in a text by referring to the words and/or illustrations;
- (D) use text features (e.g., cover page, illustrations) to locate specific information
- (E) explain the meaning of specific signs and symbols in maps
- (F) identify different purposes of media with adult assistance (e.g., inform, entertain, sell)
- (G) identify techniques used in electronic media (e.g., sound, movement).

Grade 2:

- (A) identify the main idea in a text and distinguish it from the topic
- (B) locate the facts clearly stated in a text
- (C) retell orally the order of events or ideas in a text
- (D) use text features (e.g., title, table of contents, index, headings) to locate specific information.
- (E) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).

Grade 3:

- (A) identify the topic and locate the author's stated purposes in writing an informational text.
- (B) identify the details or facts that support the main idea;
- (C) draw conclusions from the facts presented in a written text and support those conclusions with evidence from that text or other texts
- (D) identify explicit cause and effect relationships among ideas in texts
- (E) use text features (e.g., bolded words, captions, key words, italics) to locate information about contents of a text
- (F) locate and use specific information in graphic features of a text
- (G) explain how size, color, and sound influence the message in media

Grade 4:

- (A) explain the difference between a stated and an implied purpose for an informational text.
- (B) summarize the main idea and supporting details in a text in ways that maintain meaning
- (C) distinguish fact from opinion in a text and explain how to verify a fact
- (D) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison
- (E) 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
- (F) identify what the author is trying to persuade the reader to think or do in a persuasive text.
- (G) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe)
- (H) explain factual information presented in charts, diagrams, graphs, illustrations
- (I) explain how pacing, shape, and close-ups in media influence the message

Grade 5:

- (A) summarize the main ideas and supporting details in ways that maintain meaning and logical order;

- (B) determine if the facts presented as such in a text are facts
- (C) analyze varying organizational patterns of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes)
- (D) use multiple text features and graphics (maps, charts, illustrations, graphs, timelines, tables, and diagrams) to gain an overview of the contents of text and to locate information
- (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- (F) identify the viewpoint or position in a persuasive text or media presentation
- (G) recognize exaggerated, contradictory, or misleading statements in a text or media presentation
- (H) evaluate the clarity of details in a text or media presentation to complete a task, solve a problem, or perform a procedure

Grade 6:

- (A) compare the stated or implied purposes of different authors writing on the same topic but for different purposes and their supporting details
- (B) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions
- (C) explain whether facts included in an argument are used both for and against an issue;
- (D) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea
- (E) synthesize and make logical connections between ideas within a text and across several texts
- (F) identify faulty reasoning in a text or media presentation
- (G) identify testimonials, bandwagon appeal as rhetorical strategies in a text or media program
- (H) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams
- (I) follow complex oral instructions to complete a task, solve a problem, or perform a procedure

Grade 7:

- (A) explain the difference between the theme of a literary work and the author's purpose in an informational text.
- (B) distinguish factual claims from commonplace assertions and opinions
- (C) identify the structure of the central argument in a contemporary policy speech (e.g., argument by cause and effect, analogy, authority) and the types of evidence supporting the argument
- (D) identify both explicit and implicit messages in a written or visual text
- (E) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims
- (F) explain the function of the graphical components of a text
- (G) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence a media message
- (H) follow complex written instructions to complete a task, solve a problem, or perform a procedure

Grade 8:

- (A) summarize in ways that maintain meaning and logical order
- (B) explain how to distinguish factual claims from commonplace assertions and opinions
- (C) compare texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the kind of evidence each presents
- (D) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises
- (E) describe how various techniques are used to create a point of view in media and shape opinion on issues
- (F) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.
- (G) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence a media message
- (H) analyze text for missing or extraneous information in multi-step directions or legends for diagrams

English I:

- (A) distinguish the most important from the less important details that support the author's purpose.
- (B) 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
- (C) differentiate between opinions that are substantiated and unsubstantiated in the text;
- (D) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience
- (E) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.
- (F) analyze the clarity of the reading instructions for software, warranties, consumer publications
- (G) analyze factual, quantitative, or technical data presented in multiple graphical sources

English II:

- (A) 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 or media\
- (C) synthesize and make logical connections between ideas and details in several sources selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- (D) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.
- (E) evaluate text for the clarity of its graphics and its visual appeal
- (F) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
- (H) analyze how visual and sound techniques (e.g., editing, reaction shots, sequencing, background music) influence the messages in media
- (I) compare coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet) for focus and intended effects

English III:

- (A) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.
- (B) 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
- (C) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported
- (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.
- (E) evaluate how the author's purpose and stated or perceived audience affect the tone of a text
- (F) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.
- (G) evaluate the logic of the sequence of information presented in product support material or other text
- (H) 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.
- (I) evaluate how media messages reflect social and cultural views

English IV:

- (A) analyze the ways in which the organizational and rhetorical patterns of text confound the author's meaning or purpose.
- (B) 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;
- (C) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints
- (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.

- (E) analyze the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text
- (F) draw conclusions about the credibility of a text or media presentation by examining its implicit or stated assumptions
- (G) evaluate text structures of (e.g., format, headers) for clarity and organizational coherence
- (H) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism)
- (I) evaluate the objectivity of coverage of the same event across types of media.

APPENDIX D: The Writing Process

STRATEGIES

Accessing prior knowledge
 Establishing purpose
 Identifying audience
 Formulating questions
 Understanding criteria for task

Rereading with audience, purpose,
 focus questions, and criteria in mind
 Identifying ambiguities and logical
 fallacies
 Noting lack of organization, clarity,
 details

Rereading with standard English
 conventions in mind.

Reviewing criteria, purpose of task,
 and needs of audience
 Planning and preparing final product
 Reflecting and planning for future
 writing tasks

STAGES

Focusing and Planning

Drafting

Assessing and Revising

Assessing and Editing

**Publishing and
 Evaluating**

PROCESSES

Discussing
 Listing, Mapping, Webbing
 Drawing, Role playing
 Free writing
 Organizing, Classifying
 Outlining

Adding facts, details
 Eliminating unnecessary details and
 redundancies
 Reorganizing
 Rephrasing for clarity, tone, style, and
 coherence

Editing for sentence variety and for
 correct sentence structure, mechanics,
 usage, spelling

Designing
 Formatting
 Rehearsing and presenting
 Evaluating final product



Kindergarten:

- (A) dictate or write sentences to tell a personal story in chronological sequence
- (B) dictate or write information for lists, captions, or invitations

Grade 1:

- (A) write brief imaginative stories that include a beginning, middle, and end
- (B) write brief compositions about informational topics of interest to the student
- (C) write short informal letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing)

Grade 2:

- (A) write about memorable personal experiences
- (B) write imaginative stories or poems
- (C) write informal letters (e.g., a thank you note to a friend) using appropriate conventions (e.g., date, salutation, closing)
- (D) write mini-encyclopedia entries for favorite animals or places describing their chief features

Grade 3:

- (A) write an imaginative story
- (B) compose informational paragraphs with a topic sentence
- (C) write informal letters whose language is tailored to the audience and purpose
- (D) write a persuasive composition about an issue that is important to the student for the appropriate audience in the school, home, or local community

Grade 4:

- (A) write an imaginative story and a poem
- (B) compose the first paragraph of an informational report with:
 - (i) a topic sentence
 - (ii) supporting sentences with simple facts, details, and explanations
 - (iii) a concluding statement
- (C) write informal letters with appropriate conventions (e.g., date, salutation, closing)
- (D) write a persuasive letter to an appropriate audience that establishes a purpose and uses details

Grade 5:

- (A) write a personal narrative that conveys thoughts and feelings about an experience
- (B) create multi-paragraph reports that include:
 - (i) effective introductions and concluding paragraphs
 - (ii) key ideas about the topic and factual details
 - (iii) appropriately organized structures
 - (iv) transitions to link paragraphs;
- (C) write formal and informal letters that include important information and use appropriate conventions (e.g., date, salutation, closing, return address where necessary)
- (D) write a persuasive composition for an appropriate audience that establish a purpose and include detailed and relevant evidence, and consideration of alternatives.

Grade 6:

- (A) write an imaginative story with well-paced action, an engaging story line; a specific setting, interesting characters; and a range of literary strategies and devices to enhance the style and tone
- (B) write a poem using poetic techniques (e.g., rhyme scheme, meter) and figurative language

(C) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.

(D) write multi-paragraph reports that:

- (i) present effective introductions and concluding paragraphs;
- (ii) contain a clearly stated purpose or controlling idea;
- (iii) are logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- (iv) accurately synthesize ideas from several sources; and
- (v) use a variety of sentence structures, rhetorical devices, and transitions to link paragraphs

(E) write a letter that requests information in a business context;

(F) write a persuasive composition (an opinion, a complaint) to the appropriate audience that:

- (i) establishes a clear thesis or position;
- (ii) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;
- (iii) includes evidence that is logically organized to support the author's viewpoint and
- (iv) differentiates between fact and opinion.

Grade 7:

(A) write an imaginative story or a poem using poetic techniques (e.g., rhyme scheme, meter), figurative language, and graphic elements

(B) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences

(C) write a multi-paragraph report 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

(D) write a persuasive composition (complain or opinion) to the appropriate audience that:

- (i) establishes a clear thesis or position;
- (ii) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;
- (iii) includes evidence that is logically organized to support the author's viewpoint; and
- (iv) differentiates between fact and opinion.

Grade 8:

(A) write an imaginative story or a poem using poetic techniques (e.g., rhyme scheme, meter), figurative language; and graphic elements

(B) write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.

(C) write a multi-paragraph report 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;

(D) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;

- (E) write a persuasive essay to the appropriate audience that:
- (i) establishes a clear thesis or position;
 - (ii) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;
 - (iii) includes evidence that is logically organized to support the author's viewpoint; and
 - (iv) differentiates between fact and opinion.

English I:

(A) write an engaging story; a poem using a variety of poetic techniques (e.g., structural elements, figurative language), and a variety of poetic forms (e.g., sonnets, ballads); or a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

- (B) 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;

(C) 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;

(D) write a persuasive essay to the appropriate audience that includes:

- (i) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
- (ii) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;
- (iii) counter-arguments based on evidence to anticipate and address objections;
- (iv) an organizing structure appropriate to the purpose, audience, and context; and
- (v) an analysis of the relative value of specific data, facts, and ideas.

English II:

(A) write an engaging story; a poem using a variety of poetic techniques (e.g., structural elements, figurative language), and a variety of poetic forms (e.g., sonnets, ballads); or a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

- (B) 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

(C) 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;

(D) write a persuasive essay to the appropriate audience that includes:

- (i) a clear thesis or position based on logical reasons supported by precise and relevant evidence;
- (ii) 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)
- (iii) counter-arguments based on evidence to anticipate and address objections;
- (iv) an organizing structure appropriate to the purpose, audience, and context;
- (v) an analysis of the relative value of specific data, facts, and ideas; and
- (vi) a range of appropriate examples, analogies, illustrations.

English III:

(A) write an engaging story; a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); or a script with an explicit or implicit theme, using a variety of literary techniques

(B) write an analytical essay of sufficient length that includes: effective introductory and concluding paragraphs and a variety of sentence structures; rhetorical devices, and transitions between paragraphs; a clear thesis statement or controlling idea; a clear organizational schema for conveying ideas; relevant and substantial evidence and well-chosen details; and information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;

(C) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: a clearly stated purpose combined with a well-supported viewpoint on the topic; appropriate formatting structures (e.g., headings, graphics, white space); relevant questions that engage readers and consider their needs; accurate technical information in accessible language; and appropriate organizational structures supported by facts and details (documented if appropriate)

(D) write a persuasive essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: 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; accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); an organizing structure appropriate to the purpose, audience, and context; information on the complete range of relevant perspectives; demonstrated consideration of the validity and reliability of all primary and secondary sources used; and 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).

English IV:

(A) write an engaging story; a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); or a script with an explicit or implicit theme, using a variety of literary techniques.

(B) 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 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;

(C) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:

- (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);

(D) write a persuasive essay (e.g., evaluative essay, proposal) to the appropriate audience with:

- (i) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);
- (ii) accurate and honest representation of divergent views (i.e., in the author's own words);
- (iii) an organizing structure appropriate to the purpose, audience, and context;
- (iv) information on the complete range of relevant perspectives;
- (v) demonstrated consideration of the validity and reliability of all sources used;
- (vi) 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
- (vii) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.

TEXAS 2008: APPENDIX F: Research Process (make into separate teacher and student handbook)

Kindergarten

Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:

- (A) ask questions about topics of class-wide interest; and
- (B) decide what sources or people in the classroom, school, library, or home can answer these questions.

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 (with adult assistance) are expected to:

- (A) gather evidence from provided text sources; and
- (B) use pictures in conjunction with writing when documenting research.

Grade 1:

Research Plan. Students (with adult assistance) are expected to:

- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- (B) decide what sources of information might be relevant to answer these questions.

Gathering Sources. Students (with adult assistance) are expected to:

- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
- (B) use text features (e.g., table of contents, alphabetized index) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
- (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students (with adult assistance) are expected to revise the topic as a result of answers to initial research questions.

Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

Grade 2:

Research Plan. Students are expected to:

- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
- (B) decide what sources of information might be relevant to answer these questions.

Gathering Sources. Students are expected to:

- (A) gather information from available sources (natural and personal) as well as from interviews with local experts;
- (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
- (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

Synthesizing Information. Students are expected to revise the topic as a result of answers to initial research questions.

Organizing and Presenting Ideas. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

Grade 3:

Research Plan. 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.

Gathering Sources. 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, captions, key words, 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.

Synthesizing 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).

Organizing and Presenting Ideas. 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.

Grade 4:

Research Plan. 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.

Gathering Sources. 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.

Synthesizing 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).

Organizing and Presenting Ideas. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including author, title, publisher, and publication year for each source used.

Grade 5:

Research Plan. Students are expected to:

- (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic
- (B) generate a research plan for gathering relevant information about the major research question.

Gathering Sources. 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
- (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

Synthesizing Information. Students are expected to:

- (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions
- (B) evaluate the relevance, validity, and reliability of sources for the research.

Organizing and Presenting Ideas. 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).

Grade 6:

Research Plan. Students are expected to:

- (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic
- (B) generate a research plan for gathering relevant information about the major research question.

Gathering Sources. 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.

Synthesizing 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 and reliability of sources for the research.

Organizing and Presenting Ideas. 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).

Grade 7:

Research Plan. 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.

Gathering Sources. 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.

Synthesizing 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 than another.

Organizing and Presenting Ideas. 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.

Grade 8:

Research Plan. 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.

Gathering Sources. 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 using valid and reliable sources.

Synthesizing 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.

Organizing and Presenting Ideas. 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.

English I:

Research Plan. 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;
- (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

Gathering Sources. 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;
- (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.

Synthesizing 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
- (C) critique the research process at each step to implement changes as the need occurs and is identified.

Organizing and Presenting Ideas. 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., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials

(E) is of sufficient length and complexity to address the topic.

English II:

Research Plan. 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

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

Gathering Sources. 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

(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.

Synthesizing 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

(C) critique the research process at each step to implement changes as the need occurs and is identified.

Organizing and Presenting Ideas. 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., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials

(E) is of sufficient length and complexity to address the topic

English III:

Research Plan. 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

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic

Gathering Sources. 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

(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

Synthesizing 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

(C) critique the research process at each step to implement changes as the need occurs and is identified

Organizing and Presenting Ideas. 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., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials
- (E) is of sufficient length and complexity to address the topic

English IV:

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 in-depth research on a complex, multi-faceted topic.

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
- (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.

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.

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., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials; and
- (E) is of sufficient length and complexity to address the topic.

TEXAS 2008: [APPENDIX G](#): Independent Reading

Grade 1: read independently for a sustained period of time and produce evidence of their reading

Grade 2: paraphrase what the reading was about, maintaining meaning.

Grade 3: maintain logical order (e.g., generate a reading log or journal; participate in book talks).

Grade 4: maintain...logical order (e.g., generate a reading log or journal; participate in book talks).

Grade 5: maintain...logical order (e.g., generate a reading log or journal; participate in book talks).

No more standards on Independent Reading after grade 5.

TEXAS 2008: APPENDIX H: Vocabulary Study

Kindergarten:

- (A) identify and use words that name actions, directions, positions, sequences, and locations;
- (B) recognize that compound words are made up of shorter words;
- (C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
- (D) use a picture dictionary to find words.

Grade 1:

- (A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);
- (B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime);
- (C) determine what words mean from how they are used in a sentence, either heard or read;
- (D) identify and sort words into conceptual categories (e.g., opposites, living things); and
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words.

Grade 2:

- (A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);
- (B) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning
- (C) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
- (D) alphabetize a series of words
- (E) distinguish between a dictionary or a glossary to find words

Grade 3:

- (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
- (B) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)
- (C) identify and use antonyms, synonyms, homographs, and homophones;
- (D) use context to distinguish among multiple meaning words and homographs;
- (E) alphabetize a series of words to the third letter
- (F) use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.

Grade 4:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) identify the meaning of common idioms;
- (C) complete analogies using knowledge of antonyms and synonyms (e.g., boy: girl as male:_____ or girl: woman as boy:_____);
- (D) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar or multiple meaning words
- (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words
- (F) distinguish between a dictionary, glossary, and a thesaurus for the kind of information they provide on a word

Grade 5:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) identify and explain the meaning of common idioms, adages, and other sayings
- (C) produce analogies with known antonyms and synonyms;
- (D) use context (e.g., in-sentence restatement) to clarify the meaning of unfamiliar or multiple meaning words
- (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.

Grade 6:

- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
- (B) explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP*, *que sera sera*);
- (C) complete analogies that describe part to whole or whole to part (e.g., ink: pen as page: _____ or pen: ink as book: _____)
- (D) use text structures (e.g., cause and effect or compare and contrast) to clarify the meaning of unfamiliar words

(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.

Grade 7:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., *habeus corpus*, *e pluribus unum*, *bona fide*, *nemesis*);

(C) complete analogies that describe part to whole or whole to part;

(D) use context (within a sentence and in larger sections of text) to clarify the meaning of ambiguous words;

(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.

Grade 8:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna);

(C) complete analogies that describe a function or its description (e.g., pen: paper as chalk: _____ or soft: kitten as hard: _____);

(D) use context (within a sentence and in larger sections of text) to clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

(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.

English I:

(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 to distinguish between the denotative and connotative meanings of words;

(C) produce analogies that describe a function of an object or its description;

(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor*, *carte blanche*, *tete a tete*, *pas de deux*, *bon appetit*, *quid pro quo*); 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.

English II:

(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 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., *glasnost*, *avant-garde*, *coup d'état*); 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.

English III:

(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 to infer the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general or specialized dictionaries, thesauri, glossaries, histories of language, books of quotations as needed.

English IV:

(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 infer the nuance in word meanings;

(C) use the relationship between words in analogies to determine their meanings (e.g., synonyms/antonyms);

(D) analyze and explain how the English language has developed and been influenced by other languages; and

(E) use general or specialized dictionaries, thesauri, books of quotations, and other references as needed.