

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<b>(a) Introduction</b>	<b>(a) Introduction</b>	
<p><b>(1)</b> The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p>	<p><b>(1)</b> The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p><b>(2)</b> The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p>	<p>The revised TEKS explicitly focus on the interconnectedness of the four domains of language and thinking throughout the standards. The seven strands are intended to be integrated and recursive. The standards also emphasize that spelling and reading are reciprocal skills.</p>
	<p><b>(3)</b> Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>	<p>Students will build on the standards and skills learned in prior grade levels with additional depth and complexity in this grade level.</p>
<p><b>(2)</b> For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>		

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<p><b>(2)(A)</b> English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>		
<p><b>(2)(B)</b> For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p><b>(4)</b> English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>The revised standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
<p><b>(2)(C)</b> During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>		

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<p><b>(3)</b> To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English IV as described in subsection (b) of this section.</p>		
<p><b>(4)</b> To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>		
	<p><b>(5)</b> Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>	<p>This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>
	<p><b>(6)</b> Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, &amp; Rothenberg, 2008).</p>	<p>There is an emphasis on the role of oral language proficiency as it relates to student success at school.</p>
	<p><b>(7)</b> Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

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<b>(b) Knowledge and skills</b>	<b>(b) Knowledge and skills</b>	
<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(A)</b> 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;</p>		
<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(B)</b> analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(B)</b> analyze context to draw conclusions about nuanced meanings such as in imagery; and</p>	
<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);</p>		
<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(D)</b> analyze and explain how the English language has developed and been influenced by other languages; and</p>		
<p><b>(1) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(E)</b> use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p>	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(A)</b> use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;</p>	
<p><b>(2) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(A)</b> compare and contrast works of literature that express a universal theme;</p>		

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<p><b>(2) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(B)</b> compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and</p>		
<p><b>(2) Reading/Comprehension of Literary Text/Theme and Genre.</b> 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><b>(C)</b> relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.</p>	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(D)</b> evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p>	
<p><b>(3) Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(B)</b> analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures;</p>	
<p><b>(4) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(A)</b> read and analyze British literature across literary periods; <b>(C)</b> analyze and evaluate how the relationships among the dramatic elements advance the plot;</p>	
<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> 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;</p>	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(C)</b> critique and evaluate how complex plot structures such as subplots contribute to and advance the action; and</p>	

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<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;</p>	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(B)</b> analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;</p>	
<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(C)</b> compare and contrast the effects of different forms of narration across various genres of fiction; and</p>	<p><b>(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p><b>(A)</b> analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;</p>	
<p><b>(5) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(D)</b> demonstrate familiarity with works of fiction by British authors from each major literary period.</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(A)</b> read and analyze British literature across literary periods;</p>	
<p><b>(6) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</p>		Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 7.A.
<p><b>(7) Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p>	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(D)</b> critique and evaluate how the author's use of language informs and shapes the perception of readers;</p> <p><b>(E)</b> evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;</p>	Note that 2017 SE 8.D requires a connection between the author's use of language and its effect on the reader, and SE 8.E requires a connection between the use of literary devices and their intended purpose.

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<p><b>(8) Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> critique and evaluate characteristics and structural elements of informational texts such as:</p> <p><b>(i)</b> clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion; and</p> <p><b>(ii)</b> the relationship between organizational design and author's purpose;</p> <p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(B)</b> evaluate use of text structure to achieve the author's purpose;</p> <p><b>(G)</b> analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p>	<p>Note that 2017 SE 8.B requires a connection between text structure and the author's purpose for using it, and SE 8.G requires a connection between the use of rhetorical devices or logical fallacies and their effect on the reader.</p>
<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(A)</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;</p>	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	
<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(B)</b> explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;</p>		

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<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(C)</b> make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding;</p> <p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> critique and evaluate characteristics and structural elements of informational texts such as:</p> <p><b>(ii)</b> the relationship between organizational design and author's purpose;</p>	
<p><b>(9) Reading/Comprehension of Informational Text/Expository Text.</b> 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><b>(D)</b> 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.</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(H)</b> synthesize information from a variety of text types to create new understanding; and</p>	
<p><b>(10) Reading/Comprehension of Informational Text/Persuasive Text.</b> 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><b>(A)</b> evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and</p>		Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 7.E.i-7.E.iii.
<p><b>(10) Reading/Comprehension of Informational Text/Persuasive Text.</b> 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><b>(B)</b> draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p>		Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 7.E.i-7.E.iii.



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<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and</p>	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(D)</b> critique and evaluate characteristics and structural elements of informational texts such as:</p> <p><b>(ii)</b> the relationship between organizational design and author's purpose;</p>	
<p><b>(11) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(B)</b> evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.</p>	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(C)</b> evaluate the author's use of print and graphic features to achieve specific purposes;</p>	<p>Note that 2017 SE 8.C requires a connection between the use of print or graphic features and their intended purpose.</p>
<p><b>(12) Reading/Media Literacy.</b> 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><b>(A)</b> evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p>		
<p><b>(12) Reading/Media Literacy.</b> 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><b>(B)</b> evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p>		

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<p><b>(12) Reading/Media Literacy.</b> 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><b>(C)</b> evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and</p>		
<p><b>(12) Reading/Media Literacy.</b> 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><b>(D)</b> evaluate changes in formality and tone across various media for different audiences and purposes.</p>	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(F)</b> evaluate how the author's diction and syntax contribute to the effectiveness of a text; and</p>	Note that 2017 SE 8.F requires a connection between diction or syntax and text effectiveness.
<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(A)</b> 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>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(A)</b> 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>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p>	
<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(B)</b> structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p>	

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<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(C)</b> revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p>	
<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(13) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(E)</b> publish written work for appropriate audiences.</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(14) Writing/Literary Texts.</b> 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><b>(A)</b> write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	
<p><b>(14) Writing/Literary Texts.</b> 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><b>(B)</b> write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(14) Writing/Literary Texts.</b> 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><b>(C)</b> write a script with an explicit or implicit theme, using a variety of literary techniques.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as fiction and poetry using genre characteristics and craft;</p>	
<p><b>(15) Writing/Expository and Procedural Texts.</b> 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><b>(A)</b> write an analytical essay of sufficient length that includes:</p> <p><b>(i)</b> effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p><b>(ii)</b> rhetorical devices, and transitions between paragraphs;</p> <p><b>(iii)</b> a clear thesis statement or controlling idea;</p> <p><b>(iv)</b> a clear organizational schema for conveying ideas;</p> <p><b>(v)</b> relevant and substantial evidence and well-chosen details;</p> <p><b>(vi)</b> information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and</p> <p><b>(vii)</b> an analysis of views and information that contradict the thesis statement and the evidence presented for it;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;</p>	<p>Note that 2009 SEs 15.A.i-vii and 2017 SE 10.B are aligned because students will sometimes use analysis as part of the process for writing an explanatory essay.</p>

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(15) Writing/Expository and Procedural Texts.</b> 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><b>(B)</b> write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p><b>(i)</b> a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p><b>(ii)</b> appropriate formatting structures (e.g., headings, graphics, white space);</p> <p><b>(iii)</b> relevant questions that engage readers and address their potential problems and misunderstandings;</p> <p><b>(iv)</b> accurate technical information in accessible language; and</p> <p><b>(v)</b> appropriate organizational structures supported by facts and details (documented if appropriate);</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</b> compose informational texts such as explanatory essays, reports, résumés, and personal essays using genre characteristics and craft;</p>	<p>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Composition of informational texts such as résumés is addressed in SE 10.B.</p>

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(15) Writing/Expository and Procedural Texts.</b> 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><b>(C)</b> write an interpretation of an expository or a literary text that:</p> <p><b>(i)</b> advances a clear thesis statement;</p> <p><b>(ii)</b> addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;</p> <p><b>(iii)</b> analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p><b>(iv)</b> identifies and analyzes ambiguities, nuances, and complexities within the text; and</p> <p><b>(v)</b> anticipates and responds to readers' questions and contradictory information; and</p>	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(B)</b> write responses that demonstrate analysis of texts, including comparing texts within and across genres;</p> <p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(E)</b> compose literary analysis using genre characteristics and craft; and</p>	<p>Composition of procedural text is not specifically referenced in the 2017 TEKS. However, composition of literary analysis is included.</p>
<p><b>(15) Writing/Expository and Procedural Texts.</b> 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><b>(D)</b> produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p>		

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(A)</b> a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(B)</b> accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>



## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(C)</b> an organizing structure appropriate to the purpose, audience, and context;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(D)</b> information on the complete range of relevant perspectives;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(E)</b> demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(F)</b> 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</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(16) Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p><b>(G)</b> an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(B)</b> develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</p> <p><b>(i)</b> using strategic organizational structures appropriate to purpose, audience, topic, and context; and</p> <p><b>(ii)</b> developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;</p> <p><b>(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;</p> <p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose argumentative texts using genre characteristics and craft;</p>	<p>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 10.C.</p>
<p><b>(17) Oral and Written Conventions/Conventions.</b> 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><b>(A)</b> use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(17) Oral and Written Conventions/Conventions.</b> 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><b>(B)</b> use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	
<p><b>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(19) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p><b>(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p><b>(D)</b> edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and</p>	<p>2017 SE 9.D.vi requires students to apply their knowledge of spelling by writing and editing drafts.</p>
<p><b>(20) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(A)</b> develop questions for formal and informal inquiry;</p>	
<p><b>(20) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(C)</b> develop and revise a plan;</p>	
<p><b>(21) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(A)</b> 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;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(E)</b> locate relevant sources;</p> <p><b>(G)</b> examine sources for:</p> <p><b>(i)</b> credibility, bias, and accuracy; and</p> <p><b>(ii)</b> faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;</p>	<p>2017 SE 11.G.i has been expanded to include credibility and bias.</p>
<p><b>(21) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(B)</b> systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	<p>The cognitive complexity of 2017 SE 11.F requires the student to synthesize.</p>

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(21) Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p><b>(C)</b> 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.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(H)</b> display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and</p>	<p>2017 SE 11.H has been expanded to include the ethical use of source material.</p>
<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(A)</b> modify the major research question as necessary to refocus the research plan;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(D)</b> modify the major research question as necessary to refocus the research plan;</p>	
<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(B)</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</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p> <p><b>(G)</b> examine sources for:</p> <p><b>(i)</b> credibility, bias, and accuracy; and</p> <p><b>(ii)</b> faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur;</p>	
<p><b>(22) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(C)</b> critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(B)</b> critique the research process at each step to implement changes as needs occur and are identified;</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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:</p> <p><b>(A)</b> provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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:</p> <p><b>(B)</b> uses a variety of formats and rhetorical strategies to argue for the thesis;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(I)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>Multimodal presentations include more than one mode of delivery.</p>
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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:</p> <p><b>(C)</b> develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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:</p> <p><b>(D)</b> uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(H)</b> display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and</p>	
<p><b>(23) Research/Organizing and Presenting Ideas.</b> 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:</p> <p><b>(E)</b> is of sufficient length and complexity to address the topic.</p>	<p><b>(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The students is expected to:</p> <p><b>(I)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	
<p><b>(24) Listening and Speaking/Listening.</b> 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:</p> <p><b>(A)</b> listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p>		

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>(24) Listening and Speaking/Listening.</b> 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:</p> <p><b>(B)</b> assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(A)</b> engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies;</p>	
<p><b>(25) Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(C)</b> formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and</p>	
<p><b>(26) Listening and Speaking/Teamwork.</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(D)</b> participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
<p><b>Figure 19: Reading/Comprehension Skills</b></p>		
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</p> <p>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:</p> <p><b>(A)</b> reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(B)</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p><b>(D)</b> create mental images to deepen understanding;</p> <p><b>(E)</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>(I)</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p> <p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(A)</b> describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Specificity has been added to SE 5.A to include student-selected text.</p>
<p><b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.</p> <p>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:</p> <p><b>(B)</b> make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p>	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(F)</b> make inferences and use evidence to support understanding;</p> <p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(C)</b> use text evidence and original commentary to support an evaluative response;</p>	



## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<b>New TEKS</b>	
	<p><b>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p><b>(B)</b> follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;</p>	
	<p><b>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p><b>(C)</b> determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor.</p>	
	<p><b>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	
	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(A)</b> establish purpose for reading assigned and self-selected texts;</p>	
	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(C)</b> make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	
	<p><b>(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student develops oral language through listening, speaking, and discussion. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p><b>(G)</b> evaluate details read to analyze key ideas;</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(E)</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(F)</b> respond using acquired content and academic vocabulary as appropriate;</p>	
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(G)</b> discuss and write about the explicit and implicit meanings of text;</p>	
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(H)</b> respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice;</p>	
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(I)</b> reflect on and adjust responses when valid evidence warrants; and</p>	
	<p><b>(5) Response Skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p><b>(J)</b> defend or challenge the authors' claims using relevant text evidence.</p>	

## English IV Side-by-Side TEKS Comparison

2009 TEKS	2017 TEKS	Notes
	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(E)</b> critique and evaluate characteristics and structural elements of argumentative texts such as:</p> <p><b>(i)</b> clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;</p> <p><b>(ii)</b> various types of evidence and treatment of counterarguments, including concessions and rebuttals; and</p> <p><b>(iii)</b> identifiable audience or reader; and</p>	
	<p><b>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p><b>(F)</b> critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</p>	Multimodal texts incorporate more than one mode within a single text.
	<p><b>(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>(A)</b> evaluate the author's purpose, audience, and message within a text;</p>	
	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(D)</b> compose correspondence in a professional or friendly structure;</p>	
	<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(F)</b> compose rhetorical analysis using genre characteristics and craft.</p>	