Main Criteria: Structure and Style for Students

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts

Grade: 9

Structure and Style for Students

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 9 - Adopted: 2017		
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.

GRADE LEVEL EXPECTATION	110.36.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT	110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.37.c. 9.C. 110.37.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

INDICATOR		
	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
EXPECTATION GRADE LEVEL	4.G.	Evaluate details read to determine key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
	4.G. 110.38.c.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
GRADE LEVEL EXPECTATION	4.G. 110.38.c. 4.l. 110.38.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

GRADE LEVEL		
	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
EXPECTATION		
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
STUDENT	110.39.c .4.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
STUDENT EXPECTATION	110.39.c .4. 110.39.c. 4.A.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.39.c. .4. 110.39.c. 4.A. 110.39.c. 4.F.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.39.c. 4.A. 110.39.c. 4.F.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Make inferences and use evidence to support understanding. Evaluate details read to analyze key ideas.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 4.A. 110.39.c. 4.F. 110.39.c. 4.G.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Make inferences and use evidence to support understanding. Evaluate details read to analyze key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 4.A. 110.39.c. 4.F. 110.39.c. 4.G. 110.39.c. 4.I. 110.39.c.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Make inferences and use evidence to support understanding. Evaluate details read to analyze key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
STUDENT EXPECTATION	110.39.c .10. 110.39.c. 10.E.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.39.c. 110.39.c. 110.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.39.c. 110.39.c. 110.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 110.39.c. 10.E. 110.39.c. 10.F.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. Grade 9 - Adopted: 2011
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.39.c. 10.E. 110.39.c. 10.F. 110.46. 110.46. b.1.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. Grade 9 - Adopted: 2011 Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c. 10.E. 110.39.c. 10.F. 110.46. b.1. 110.46.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. Grade 9 - Adopted: 2011 Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 110.39.c. 10.E. 110.39.c. 10.F. 110.46. 110.46. 110.46. 110.46.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. Grade 9 - Adopted: 2011 Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study.

GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.

TEKS

110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.A.	Respond actively to texts in both aesthetic and critical ways.
GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected t
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
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GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.

GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.l.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.

GRADE LEVEL 110.52.b. Use word choice, sentence structure, and repetition to create tone.

EXPECTATION 1.F.

GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.D.	Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.

GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.D.	Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
CTUDENT	110.54.	The student uses the conventions and mechanics of written English to communicate clearly. The
STUDENT EXPECTATION		student is expected to:

GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL	110.62.b.	Rewrite copy.

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Texas Essential Knowledge and Skills (TEKS)
Language Arts

Grade 9 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

EXPECTATION 3.J.

STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL	110.36.c.	Analyze how themes are developed through characterization and plot in a variety of literary texts.

EXPECTATION 6.A.

GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.

INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL	110.37.c.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The stude is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and us appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary
EXPECTATION		elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
110.38.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
110.38.c. 11.C.	Develop and revise a plan.
110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
110.39.c. 4.F.	Make inferences and use evidence to support understanding.
110.39.c. 4.G.	Evaluate details read to analyze key ideas.
110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
110.39.c. 5.C.	Use text evidence and original commentary to support an analytic response.
	110.38.c. 110.38.c. 110.38.c. 110.38.c. 11.C. 110.39.c. 110.39.c. 3. 110.39.c. 4.A. 110.39.c. 4.A. 110.39.c. 4.A. 110.39.c. 4.B. 110.39.c. 110.39.c. 110.39.c. 110.39.c. 110.39.c.

GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.

NDICATOR 110.39.c. Using strategic organizational structures appropriate to purpose, audience, topic, and contex 9.B.i.

INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:

GRADE LEVEL EXPECTATION	110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
GRADE LEVEL EXPECTATION	110.46.b. 2.B.	Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.

GRADE LEVEL 110.47.b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining.

EXPECTATION 4.F.

TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to:
STUDENT	110.47. b.8.	
STUDENT EXPECTATION	110.47. b.8. 110.47.b. 8.A.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47.b.8. 110.47.b.8.A. 110.47.b.8.A.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47.b. 8.A. 110.47.b. 8.B.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.8.A. 110.47.b.8.A. 110.47.b.8.B. 110.47.b.110.47.b.8.D.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. Support responses with explicit textual information.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b. 8.A. 110.47.b. 8.B. 110.47.b. 8.D. 110.47. 110.47.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads to increase knowledge of one's own culture, the culture of others, and the common
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b.8.A. 110.47.b.8.A. 110.47.b.8.B. 110.47.b.8.D. 110.47. 110.47. 110.47.b.10.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.8.A. 110.47.b.8.A. 110.47.b.8.B. 110.47.b.8.D. 110.47. 110.47. 110.47. 110.47.b.10. 110.47.b.10.B.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Respond actively to texts in both aesthetic and critical ways. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to: Recognize literary themes and connections that cross cultures.

110.48.b. Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,

GRADE LEVEL

EXPECTATION 1.A.

electronic texts, and other media.

GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL	110 /8 h	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
EXPECTATION	4.D.	That yes depose of the east at organizational patterns, dioton, format, and tone for their election additiones.
GRADE LEVEL EXPECTATION	4.D.	Identify explicit and implicit textual information in text.
GRADE LEVEL	4.D. 110.48.b. 4.E.	
GRADE LEVEL EXPECTATION GRADE LEVEL	4.D. 110.48.b. 4.E. 110.48.b. 4.F.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	4.D. 110.48.b. 4.E. 110.48.b. 4.F. 110.48.	Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	4.D. 110.48.b. 4.E. 110.48.b. 4.F. 110.48. b.5.	Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience. College Readiness and Study Skills (One-Half Credit).
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	4.D. 110.48.b. 4.E. 110.48.b. 4.F. 110.48. 110.48. 5.B.	Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	4.D. 110.48.b. 4.E. 110.48.b. 4.F. 110.48. 110.48.b. 5.B. 110.48.	Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to: Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	4.D. 110.48.b. 4.E. 110.48.b. 4.F. 110.48. b.5. 110.48.b. 5.B. 110.48. b.6.	Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to: Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit).

GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.

TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.4.	The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 4.B.	Recognize and discuss themes and connections that cross cultures.

TEKS	110.51	Literary Genres (One-Half to One Credit).	

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STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION		Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
		Write both independently and collaboratively. Creative Writing (One-Half to One Credit).
EXPECTATION	2.G. 110.52.	
TEKS STUDENT	2.G. 110.52. 110.52. b.3.	Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate

GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, vario points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. T student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.D.	Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL	110.53.b.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
EXPECTATION	2.E.	
GRADE LEVEL EXPECTATION	2.E.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL	2.E. 110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English. Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	2.E. 110.53.b. 2.F. 110.53.b. 2.G.	

TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL	110.54.b.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation,

capitalization, and sentence structure in the final draft.

EXPECTATION 2.F.

GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.
GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.
GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	. Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	. Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.

110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

TEKS

STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL	110.38.c.	Evaluate use of text structure to achieve the author's purpose.

EXPECTATION 8.B.

GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The studis expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
	3 3	
GRADE LEVEL EXPECTATION		

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL	110.46.b.	Read widely for further study.

EXPECTATION 1.A.

TEKS 110.47. Reading I, II, III (One-Half to Three Cre	ΓEKS	110.47.	Reading	I. II. III	(One-Half to	Three Credit
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STUDENT EXPECTATION		The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

EXPECTATION b.6. student is expected to:	STUDENT 110.47 EXPECTATION b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
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GRADE LEVEL	110.47.b.	Identify and analyze the audience, purpose, and message of the text.
EXPECTATION	6.A.	

GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.

GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:

GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.B.	Generate and apply peer and self-assessment.
GRADE LEVEL EXPECTATION	110.52.b. 4.C.	Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.

GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.5.	The student evaluates his/her own writing and the writing of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 5.B.	Apply criteria to evaluate writing.
GRADE LEVEL EXPECTATION	110.53.b. 5.C.	Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
TEKS STUDENT EXPECTATION	110.54.	Practical Writing Skills (One-Half to One Credit). The student evaluates his/her own writing and the writing of others. The student is expected to:

GRADE LEVEL EXPECTATION	110.54.b. 4.A.	Evaluate how well writing achieves its purposes.		
GRADE LEVEL EXPECTATION	110.54.b. 4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.		
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).		
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:		
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.		
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.		
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.		
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16		
		Texas Essential Knowledge and Skills (TEKS)		
		Language Arts Grade 9 - Adopted: 2017		
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.				
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.		
TEKS STUDENT EXPECTATION	110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
STUDENT	110.36.c .1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The		
STUDENT EXPECT ATION	110.36.c .1. 110.36.c. 1.A.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting		
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. 1.0.36.c. 1.A. 110.36.c. 1.C.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation,		
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. 1.A. 110.36.c. 1.C.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for		
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.36.c. 1.A. 110.36.c. 1.C. 110.36.c. 1.D.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.		
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.36.c. 1.A. 110.36.c. 1.C. 110.36.c. 1.D. 110.36.c.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select		
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.36.c. 1.0.36.c. 1.0.36.c. 1.0.36.c. 1.0.36.c. 1.0.36.c. 1.0.36.c. 110.36.c. 110.36.c.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		

110.36.c. Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL 110 EXPECTATION 4.A.

GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
GRADE LEVEL EXPECTATION	110.37.c. 1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL	110.37.c.	Analyze use of text structure to achieve the author's purpose.

110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

TEKS

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.	
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	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.	
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.	
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.	
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.	
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.	
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions annotating, and using outside sources when understanding breaks down.	

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples and commentary.	
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	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.	
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	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.	
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.	
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.	
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.	
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.	
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	

STUDENT 10.39.c. Clear thesis, effective supporting evidence, perinent examples, commentary, summary, and conclusion. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7.F. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7.F. STUDENT 10.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7.F. STUDENT 10.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's 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: STUDENT 10.39.c. Critique and evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 20.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 20.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 20.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 20.39. English Language				
CRADE LEVEL 10.39. Interact with sources in meaningful ways such as noteabing, amolating, fecewiting, or illustrating. 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and pupposes within and expected for: GRADE LEVEL 110.39.c Clear thesis, effective supporting evidence, pertinent examples, commentary, summany, and conclusion. INDICATOR 210.30. Clear thesis, effective supporting evidence, pertinent examples, commentary, summany, and conclusion. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7. Subject 110.39.c Chique and evaluate the effectiveness of characteristics, structures and pupposes within and across increasingly complex traditional, contemporary, classical, and diverse lexis. The student is expected to: 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7. Chique and evaluate the effectiveness of characteristics of multimodal and digital texts. FERSENTATION 7. Chique and evaluate the effectiveness of characteristics of multimodal and digital texts. FERSENTATION 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts a			Describe personal connections to a variety of sources, including self-selected texts.	
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 7. A. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 7.D. Critique and evaluate characteristics and structural elements of informational texts such as: INDICATOR 10.39. Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. TO I. Expect Attion 7. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Clique and evaluate the effectiveness of characteristics structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39. Evaluate use of text structure to achieve the author's burdent is expected to: GRADE LEVEL 110.39. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EVALUATION 9. Evaluate use of text structure to achieve the author's purpose and applies author's expected to: GRADE LEVEL 110.39. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing pr			Paraphrase and summarize texts in ways that maintain meaning and logical order.	
STUDENT 10.39.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and expected to: GRADE LEVEL 10.39.c Citique and evaluate characteristics and structural elements of informational texts such as: ENPECTATION 7.D. Citique and evaluate characteristics and structural elements of informational texts such as: English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.7. Critique and evaluate the effectiveness of characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: CRADE LEVEL 2.10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 3.30. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39.c Expectation 3.8. Substituting the author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student analyzes and applies author's carts purposefully in order to develop his or her own products and performances. The student is expected to: GRADE LEVEL 10.39.c Evaluate use of fext structure to achieve the author's purpose. STUDENT 2.10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 3.9. Spring and English IV (One Credit), Adopted 2017. STUDENT 3.9. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 3.9. En			nteract with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
### STUDENT CARDE LEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics, structures, and purposes within and account of the student is expected to: ### STUDENT CARDELEVEL 10.39.6. Critique and evaluate characteristics and structural elements of informational texts such as: ### STUDENT CARDELEVEL 10.39.6. Clear thesis, effective supporting evidence, perinent examples, commentary, summary, and conclusion. T.D.I. ### STUDENT CARDELEVEL 10.39.6. Composition: Istening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and account of the student recognizes and analyzes genre-specific characteristics, structures, and purposes within and expected to: #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. #### STUDENT CARDELEVEL 10.39.6. Evaluate use of text structure to achieve the author's choices and how they influence and communicate meaning within a variety of texts. The student analyses and applies author's critique and evaluate how the author's use of language informs and shapes the perception of readers. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate how the author's use of language informs and shapes the perception of readers. #### STUDENT CARDELEVEL 10.39.6. Critique and evaluate how the author's use of language informs and shapes the perception of readers. #### STUDENT CARDELEVEL 10.39.6. Crit	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
INDICATOR 110.39 c. Clear thesis, effective supporting evidence, perinent examples, commentary, summary, and conclusion. 7,Di.			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is	
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT FEXPECTATION 7. STUDENT 7. GRADE LEVEL 110.39.C. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. The student is expected to: GRADE LEVEL 110.39.C. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 7.F. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 8. STUDENT 8. STUDENT 8. STUDENT 8. STUDENT 10.39.C. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's 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: GRADE LEVEL 110.39.C. Critique and evaluate how the author's burpose. SB. GRADE LEVEL 110.39.C. Critique and evaluate how the author's use of language informs and shapes the perception of readers. SD. STUDENT 10.39.C. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.39.C. Plan a piece of writing appropriate for vanous purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. STUDENT 10.39.C. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. STUDENT 10.39.C. Plan a piece of writing appropriate for vanous purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. STUDENT 10.39.C. Composition: listening, speaking, reading, writing, and thinking using multiple tex			Critique and evaluate characteristics and structural elements of informational texts such as:	
STUDENT 110.39.c Representation 2. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: GRADE LEVEL 110.39.c Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. STUDENT 2. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author scraft purposefully in order to develop his or her own products and performances. The student is expected to: GRADE LEVEL 10.39.c Evaluate use of text structure to achieve the author's purpose. BERECTATION 8.D. Critique and evaluate how the author's use of language informs and shapes the perception of readers. STUDENT 10.39.c English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39.c Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 10.39.c. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of structure to achieve the support of the conventions. The student is expected to: STUDENT 110.39.c Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts—writing process. The student uses the writing process recursively to compose multiple texts—writing process. The s	INDICATOR		Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.	
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: 110.39. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 10.39. 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. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT Expective the student uses the writing process recursively to compose multiple texts-writing process. The student is expected to: Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student is expected to:	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL 110.39.c. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8.B. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.39.c. 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. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. English Language Arts and Reading, English IV (One Credit), Adopted 2017. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 110.39.c. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.39.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is	
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3			The student uses the writing process recursively to compose multiple texts that are legible and use	

INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.	
		Grade 9 - Adopted: 2011	
TEKS	110.46.	Independent Study in English (One-Half to One Credit).	
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:	
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.	
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.	
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.	
TEKS	110.46.	Independent Study in English (One-Half to One Credit).	
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:	
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.	
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.	
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.	

GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
STUDENT	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The
STUDENT EXPECTATION	110.47. b.6. 110.47.b. 6.A.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47. b.6. 110.47.b. 6.A.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.6.A. 110.47.b.6.A. 110.47.b.110.47.b.110.47.b.110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b.6.A. 110.47.b.6.A. 110.47.b.6.C. 110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b.6.A. 110.47.b.6.A. 110.47.b.6.C. 110.47. 110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 6.A. 110.47.b. 6.A. 110.47.b. 6.C. 110.47. 110.47. 110.47. 110.47. 110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time.

EXPECTATION	8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.

 ${\sf GRADE\ LEVEL} \qquad {\sf 110.47.b.} \quad {\sf Support\ responses\ with\ explicit\ textual\ information}.$

GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.	
TEKS	110.48.	ollege Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.	
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.	
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.	
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).	
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.	
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.	
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).	
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:	
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.	
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.	
TEKS	110.50.	Contemporary Media (One Credit).	

STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.	
TEKS	110.51.	Literary Genres (One-Half to One Credit).	
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.	
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	
TEKS	110.51.	Literary Genres (One-Half to One Credit).	
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:	
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.	
TEKS	110.52.	Creative Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:	
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.	
TEKS	110.52.	Creative Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.	
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.	

GRADE LEVEL 110.52.b. Write both independently and collaboratively. **EXPECTATION TEKS** 110.53. Research and Technical Writing (One-Half to One Credit). **STUDENT** 110.53. The student writes for a variety of purposes and audiences. The student is expected to: EXPECTATION b.1. **GRADE LEVEL** 110.53.b. Write informative and persuasive texts, including essays, reports, and proposals. **EXPECTATION** GRADE LEVEL 110.53.b. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and EXPECTATION 1.B. memoranda. **TEKS** 110.53. Research and Technical Writing (One-Half to One Credit). **STUDENT** 110.53. The student selects and uses recursive writing processes for self-initiated and assigned writing. The EXPECTATION b.2. student is expected to: **GRADE LEVEL** 110.53.b. Apply prewriting strategies to generate ideas and plan. EXPECTATION 2.A. **GRADE LEVEL** 110.53.b. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. EXPECTATION 2.B. **GRADE LEVEL** 110.53.b. Write both independently and collaboratively. EXPECTATION 2.1. 110.54. Practical Writing Skills (One-Half to One Credit). **TEKS** STUDENT 110.54. The student uses recursive writing processes as appropriate for self-initiated and assigned writing. EXPECTATION b.2. The student is expected to: GRADE LEVEL 110.54.b. Apply prewriting strategies to generate ideas and plan. **EXPECTATION** 110.54.b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. **GRADE LEVEL EXPECTATION** 2.B. TEKS 110.54. Practical Writing Skills (One-Half to One Credit). The student reads and writes for a variety of audiences and purposes. The student is expected to: **STUDENT** 110.54. EXPECTATION b.3.

GRADE LEVEL EXPECTATION 3.A. Read a variety of informational text.

GRADE LEVEL EXPECTATION 3.B. Write informational text.

GRADE LEVEL EXPECTATION 3.B. Practice effective, efficient note taking.

EXPECTATION 3.C.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

EXPECTATION 1.J.

STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	entify explicit and implicit textual information, including main ideas and author's purpose.	
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	alyze the audience and purpose of informational and persuasive text.	
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.	
TEKS	110.57.	Public Speaking I, II, III (One-Half to One Credit).	
STUDENT EXPECTATION	110.57. b.7.	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	
GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.	
TEKS	110.58.	Communication Applications (One-Half Credit).	
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.	
GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.	
GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.	
GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.	
GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.	
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.	
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.	
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.	
GRADE LEVEL		dentify and analyze ethical and social responsibilities of communicators.	

GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.	
TEKS	110.58.	ommunication Applications (One-Half Credit).	
STUDENT EXPECTATION	110.58. b.2.	terpersonal. The student uses appropriate interpersonal communication strategies in professional discoil social contexts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.	
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.	
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.	
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.	
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.	
GRADE LEVEL EXPECTATION	110.58.b. 2.G.	Communicate effectively in interviews.	
GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.	
TEKS	110.58.	Communication Applications (One-Half Credit).	
STUDENT EXPECTATION	110.58. b.3.	Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.	
TEKS	110.58.	Communication Applications (One-Half Credit).	
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.	
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.	
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).	
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.	

TEKS	110 61	Independent Study in Speech (One-Half to One Credit)
IENO	TTO.DT.	independent Study in Speech (One-hall to One Credit

STUDENT EXPECTATION		Rehearse and present. The student presents the final product. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.

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Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopte	d 2017	

		Clade V Adopted. 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.C.	Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.36.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.

EXPECTATION 4.G.

110.36.c. Evaluate details read to determine key ideas.

GRADE LEVEL

GRADE LEVEL 110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, EXPECTATION 4.I. and annotating when understanding breaks down.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	t
		is expected to:	

GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	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.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
ΓEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

GRADE LEVEL 110.38.c. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 7.F.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	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.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	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.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).

STUDENT 110.47. The student uses a variety of word recognition strategies. The student is expected to: EXPECTATION b.1.

GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.

GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).

STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.

GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL	110.53.b.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and

EXPECTATION 1.B. memoranda.

GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.

EXPECTATION 2.A.

GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL	110.54.b.	Practice effective, efficient note taking.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.

TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

STUDENT EXPECTATION	110.57. b.7.	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.

TEKS 110.58. Communication Applications (One-Half Credit).

	STUDENT EXPECTATION		Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
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GRADE LEVEL 110.58.b. Identify types of nonverbal communication and their effects. EXPECTATION 1.E.

GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.3.	Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.4.	Rehearse and present. The student presents the final product. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.C.	Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.36.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEVS	110.20	English Language Arts and Booding English L(One Credit) Adented 2017

110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

TEKS

STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
	.5.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL	.5. 110.36.c. 5.A.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	.5. 110.36.c. 5.A. 110.36.c. 5.D.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	.5. 110.36.c. 5.A. 110.36.c. 5.D.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.5. 110.36.c. 5.A. 110.36.c. 5.D. 110.36.c. 110.36.c.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.5. 110.36.c. 5.A. 110.36.c. 5.D. 110.36.c. 5.E. 110.36.c. 6.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	.5. 110.36.c. 5.A. 110.36.c. 5.D. 110.36.c. 110.36.c. 110.36.c. 110.36.c.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot in a variety of literary texts.

GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	. Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	. Correct capitalization.

INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL	110.37.c.	Make inferences and use evidence to support understanding.

GRADE LEVEL 110.37.c. Evaluate details read to determine key ideas. EXPECTATION 4.G.
GRADE LEVEL 110.37.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question and annotating when understanding breaks down.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT 110.37.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A.
GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D.
GRADE LEVEL 110.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT 110.37.c EXPECTATION .6. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to
GRADE LEVEL 110.37.c. Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL 110.37.c. Analyze isolated scenes and their contribution to the success of the plot as a whole. EXPECTATION 6.C.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT 110.37.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL 110.37.c. 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.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION 110.37.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process recursively to compose multiple texts that are legible and us appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION 110.37.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR 110.37.c. Using an organizing structure appropriate to purpose, audience, topic, and context. 9.B.i.
INDICATOR 110.37.c. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. 9.B.ii.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	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.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
	110.00.	English Language Arts and Reading, English in (One Orealt), Adopted 2017.
STUDENT EXPECTATION	110.38.c	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
STUDENT	110.38.c .5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
STUDENT EXPECTATION GRADE LEVEL	110.38.c . 5. 110.38.c. 5.A.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.38.c. 5.A. 110.38.c. 5.A.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.38.c. 5.A. 110.38.c. 5.D.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 5.A. 110.38.c. 5.D. 110.38.c. 5.E. 110.38.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 5.A. 110.38.c. 5.D. 110.38.c. 5.E. 110.38.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.38.c. 5.A. 110.38.c. 5.D. 110.38.c. 5.E. 110.38.c. 110.38.c. 110.38.c.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL	110.38.c.	Compose literary texts such as fiction and poetry using genre characteristics and craft.

EXPECTATION 10.A.

GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	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.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	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.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
		Grade 9 - Adopted: 2011
TEKS		Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.

TEKS

110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
	110 47 h	Identify explicit and implicit meanings of texts.
GRADE LEVEL EXPECTATION	5.B.	
		Reading I, II, III (One-Half to Three Credits).
EXPECTATION	5.B. 110.47.	Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:

GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION		The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
TEKS STUDENT EXPECTATION	110.49.	Visual Media Analysis and Production (One-Half Credit). The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
STUDENT	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is
STUDENT EXPECTATION	110.49. b.1. 110.49.b. 1.B.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.49. b.1. 110.49.b. 1.B.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to: Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.49.b. 110.49.b. 1.B. 110.49.b. 1.C. 110.49.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to: Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.49.b. 110.49.b. 1.B. 110.49.b. 1.C. 110.49.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to: Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.49.b. 110.49.b. 1.B. 110.49.b. 1.C. 110.49. 110.49. 110.49.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to: Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.49.b. 1.0.49.b. 1.0.49.b. 1.0.49.b. 1.0.49.b. 1.0.49.b. 110.49.b. 110.49.b. 110.49.b. 110.49.b. 110.50.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to: Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.

GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.

GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
	1.D.	Employ various points of view to communicate effectively. Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL	1.D. 110.52.b. 1.F.	
GRADE LEVEL EXPECTATION GRADE LEVEL	1.D. 110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	1.D. 110.52.b. 1.F. 110.52.b. 1.G. 110.52.	Use word choice, sentence structure, and repetition to create tone. Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	1.D. 110.52.b. 1.F. 110.52.b. 1.G. 110.52. 120.52.	Use word choice, sentence structure, and repetition to create tone. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	1.D. 110.52.b. 1.F. 110.52.b. 1.G. 110.52. 110.52.b. 2.A.	Use word choice, sentence structure, and repetition to create tone. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, vari points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. T student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
CDADE LEVE	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION		
	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.

GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL	110.54.b.	Use correct spelling.
EXPECTATION	1.B.	
GRADE LEVEL EXPECTATION		Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL	110.54.b. 1.C.	
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 1.C. 110.54.b. 1.E. 110.54.	pronoun-antecedent agreement, and appropriate verb forms. Use appropriate vocabulary.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.54.b. 1.C. 110.54.b. 1.E. 110.54.	pronoun-antecedent agreement, and appropriate verb forms. Use appropriate vocabulary. Practical Writing Skills (One-Half to One Credit). The student uses recursive writing processes as appropriate for self-initiated and assigned writing.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.54.b. 1.C. 110.54.b. 1.E. 110.54. 110.54. 2.A.	pronoun-antecedent agreement, and appropriate verb forms. Use appropriate vocabulary. Practical Writing Skills (One-Half to One Credit). The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 1.C. 110.54.b. 1.E. 110.54. 110.54.b. 2.A.	Use appropriate vocabulary. Practical Writing Skills (One-Half to One Credit). The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan.

GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.57.	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	110.57. b.7.	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.
GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.3.	Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL	110.59.b.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.4.	Rehearse and present. The student presents the final product. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Texas Essential Knowledge and Skills (TEKS) Language Arts

		Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.C.	Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.36.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The studer is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.

TEKO	440.07	Fundish Laurence Auto and Booding Fundish II (One Oredia) Adopted 2017
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

TEKS

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
		appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	
		appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
EXPECTATION	9.C. 110.37.	appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS STUDENT	9.C. 110.37.	appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
TEKS STUDENT EXPECTATION GRADE LEVEL	9.C. 110.37. 110.37.c .9.	appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.C. 110.37.c 110.37.c .9. 110.37.c .9.D.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.

INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	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.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.

GRADE LEVEL 110.38.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, as	
EXPECTATION 4.I. annotating, and using outside sources when understanding breaks down.	king questions,
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT 110.38.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Texpect ATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Texpected to:	
GRADE LEVEL 110.38.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A.	
GRADE LEVEL 110.38.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D.	
GRADE LEVEL 110.38.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E.	
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT EXPECTATION 110.38.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-lelements. The student recognizes and analyzes literary elements within and across increcomplex traditional, contemporary, classical, and diverse literary texts. The student is elements.	asingly
GRADE LEVEL 110.38.c. Analyze relationships among thematic development, characterization, point of view, significance of set EXPECTATION 6.A. a variety of literary texts.	etting, and plot ir
GRADE LEVEL 110.38.c. Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influ EXPECTATION 6.B. and theme.	uence the plot
GRADE LEVEL 110.38.c. Evaluate how different literary elements shape the author's portrayal of the plot. EXPECTATION 6.C.	
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT 110.38.c EXPECTATION 110.38.c 3.7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsc student recognizes and analyzes genre-specific characteristics, structures, and purpose across increasingly complex traditional, contemporary, classical, and diverse texts. The expected to:	es within and
GRADE LEVEL 110.38.c. Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and s poems across a variety of poetic forms.	ound devices in
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
STUDENT 110.38.c EXPECTATION 2.8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using mult student uses critical inquiry to analyze the authors' choices and how they influence and a meaning within a variety of texts. The student analyzes and applies author's craft purpose to develop his or her own products and performances. The student is expected to:	communicate
GRADE LEVEL 110.38.c. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8.B.	
GRADE LEVEL 110.38.c. Evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D.	
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	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.

GRADE LEVEL 10.39 c. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward relevant and insightid questions, tolerating a range of positions and ambiguity in decision making, and work of the group based on agreed-upon criteria. TEKS 10.39 English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking using multiple text and read independently for a sustained period of time. TEKS 10.39 English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple text totent uses metacognitive skills to both develop and deepen comprehension of increasity and texts. The student is expected to suspending and self-selected texts. GRADE LEVEL 10.39 c. Establish purpose for reading assigned and self-selected texts. 4. CRADE LEVEL 10.39 c. Generate questions about text before, during, and after reading to deepen understanding and gain inferences and use evidence to support understanding. GRADE LEVEL 10.39 c. Evaluate details read to analyze key ideas. GRADE LEVEL 10.39 c. Evaluate details read to analyze key ideas. GRADE LEVEL 10.39 c. Evaluate details read to analyze key ideas. GRADE LEVEL 10.39 c. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39 c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 10.39 c. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39 c. Paraphrase and summarize texts in ways that maintain meaning and logical order. Expect Atom 5 d. GRADE LEVEL 10.39 c. Describe personal connections to a variety of sources including self-selected texts. Sexpect 10.39 c. Braphrase and summarize texts in ways that maintain meaning and logical order	
STUDENT 110.39.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and think sustained reading. The student reads grade-appropriate texts independently. The student is expected text and read independently for a sustained period of time. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 24. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple text student uses metacognitive skills to both develop and deepen comprehension of increasi texts. The student is expected to: GRADE LEVEL 210.39.c. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 210.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain infection 4.F. GRADE LEVEL 110.39.c. Make inferences and use evidence to support understanding. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. 4.G. GRADE LEVEL 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 110.39.c. Brigish Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Presponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5. Interact with sources in meaningful ways such as notetaking, annotating, reewriting, or illustrating.	
SUBLIANCE READELEVEL EXPECTATION 3. sustained reading. The student reads grade-appropriate texts independently. The student is expected text and read independently for a sustained period of time. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing texts. The student is expected to: GRADE LEVEL EXPECTATION 4. Senablish purpose for reading assigned and self-selected texts. GRADE LEVEL EXPECTATION 4. Generate questions about text before, during, and after reading to deepen understanding and gain into the expectation 4. G. Senable Level 110.39. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 110.39. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.39. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT EXPECTATION 5. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
STUDENT LEVEL 110.39.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple testudent uses metacognitive skills to both develop and deepen comprehension of increasing texts. The student is expected to: GRADE LEVEL 110.39.c. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 110.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain information of the selected texts. GRADE LEVEL 110.39.c. Make inferences and use evidence to support understanding. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
STUDENT EXPECTATION 4. student uses metacognitive skills to both develop and deepen comprehension of increasit texts. The student is expected to: STUDENT EXPECTATION 5. Cappers and using outside sources when understanding breaks down. STUDENT EXPECTATION 5. Cappers skills: listening, speaking, reading, writing, and thinking using multiple texts. Tespected to: STUDENT EXPECTATION 5. Cappers skills: listening, speaking, reading, writing, and thinking using multiple texts. Tespected to: STUDENT EXPECTATION 5. Cappers skills: listening, speaking, reading, writing, and thinking using multiple texts. Tespected to: GRADE LEVEL 110.39.c. Expected to: STUDENT EXPECTATION 5. Cappers skills: listening, speaking, reading, writing, and thinking using multiple texts. Tespends to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. Expectation, or illustrating.	
EXPECTATION 4A. GRADE LEVEL EXPECTATION 4.B. GRADE LEVEL 110.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain infections and text before, during, and after reading to deepen understanding and gain infections and text before, during, and after reading to deepen understanding and gain infections are reading. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39.c. Annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 1.5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL EXPECTATION 5.A. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
EXPECTATION 4.B. GRADE LEVEL 110.39.c. 4.F. GRADE LEVEL 210.39.c. 4.G. GRADE LEVEL 210.39.c. 4.G. GRADE LEVEL 210.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2XPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 210.39.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 5.A. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
EXPECTATION 4.F. GRADE LEVEL EXPECTATION 4.G. GRADE LEVEL EXPECTATION 4.G. GRADE LEVEL 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	ormation.
EXPECTATION 4.G. GRADE LEVEL 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, ask annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. 5.A. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
All. annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Tresponds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
STUDENT EXPECTATION .5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. T responds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	ing questions,
EXPECTATION .5. responds to an increasingly challenging variety of sources that are read, heard, or viewed is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT 110.39.c EXPECTATION .6. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textslit elements. The student recognizes and analyzes literary elements within and across increase complex traditional, contemporary, classical, and diverse literary texts. The student is expected to the complex traditional contemporary classical and diverse literary texts.	asingly
GRADE LEVEL 110.39.c. Analyze relationships among thematic development, characterization, point of view, significance of set EXPECTATION 6.A. a variety of literary texts.	tting, and plot in

GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.B.	Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures.
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.

TEKS

110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.

GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:

GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.L.	Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry.

GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.C.	Elaborate writing when appropriate such as using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning.
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.

GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.

GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION		Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.

TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.57.	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	110.57. b.7.	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.
GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.3.	Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.4.	Rehearse and present. The student presents the final product. The student is expected to:

GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts
		Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	
TEKS STUDENT EXPECTATION	110.36.c	Grade 9 - Adopted: 2017
STUDENT	110.36.c	Grade 9 - Adopted: 2017 English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The

EXPECTATION	1.C.	purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.36.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

EXPECTATION	3.	sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c. 1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
		appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
		Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
EXPECTATION	9.C. 110.37.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS STUDENT	9.C. 110.37.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
TEKS STUDENT EXPECTATION GRADE LEVEL	9.C. 110.37. 110.37.c .9.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.C. 110.37.c .9. 110.37.c .9.D.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.

INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	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.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
	0.5.	and theme.
GRADE LEVEL EXPECTATION		Evaluate how different literary elements shape the author's portrayal of the plot.
GRADE LEVEL	110.38.c.	
GRADE LEVEL EXPECTATION	110.38.c. 6.C. 110.38.	Evaluate how different literary elements shape the author's portrayal of the plot.
GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 6.C. 110.38. 110.38.c. .8.	Evaluate how different literary elements shape the author's portrayal of the plot. English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.38.c. 6.C. 110.38.c 110.38.c 8.B.	Evaluate how different literary elements shape the author's portrayal of the plot. English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 6.C. 110.38.c 110.38.c. 8.B.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 6.C. 110.38.c 110.38.c. 8.B. 110.38.c. 8.D.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 6.C. 110.38.c 110.38.c. 8.B. 110.38.c. 8.D.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	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.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	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.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION		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.
LAFECTATION	9.A.	stategies such as branswinning, journaing, reading, or discussing.
TEKS	9.A. 110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
	110.39. 110.39.c	
TEKS	110.39. 110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c .9.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c .9. 110.39.c .9.B.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.39.c .9. 110.39.c .9.B. 110.39.c .9.B.i.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.39.c .9. 110.39.c .9.B.i 110.39.c 9.B.ii. 110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	110.39.c .9. 110.39.c .9.B.i 110.39.c 9.B.ii. 110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c. 9.B.i. 110.39.c. 9.B.ii. 110.39.c. 9.B.ii.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.

GRADE LEVEL 110.47.b. Read for enjoyment. EXPECTATION 3.E.

TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).

STUDENT 110.48. The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.

STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
	2.A.	
GRADE LEVEL	2.A. 110.50.b.	social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	2.A. 110.50.b. 2.B. 110.50.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education.
GRADE LEVEL EXPECTATION TEKS STUDENT	2.A. 110.50.b. 2.B. 110.50. 110.50. b.3.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	2.A. 110.50.b. 2.B. 110.50. 110.50. 110.50.b.3.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	2.A. 110.50.b. 2.B. 110.50. 110.50. 110.50.b. 3.B. 110.50.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	2.A. 110.50.b. 2.B. 110.50. 110.50. b.3. 110.50. 110.50. b.4.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION	2.A. 110.50.b. 2.B. 110.50. 110.50. b.3. 110.50.b. 3.B. 110.50. b.4.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	2.A. 110.50.b. 2.B. 110.50. 110.50.b. 3.B. 110.50. 110.50.b. 4.C. 110.50.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".

TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:

GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:

GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.

TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.57.	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	110.57. b.7.	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
TEKS	110.58.	Communication Applications (One-Half Credit).

STUDENT 110.58. Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:

GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.
GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.3.	Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.4.	Rehearse and present. The student presents the final product. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-self-sustained reading. The student reads grade-appropriate texts independently: The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student lise metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL 110.36. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. A. Comprehension shalls: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 110.36. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4. B. Comprehension and use evidence to support understanding. GRADE LEVEL 110.36. Evaluate details read to determine key ideas. EXPECTATION 4. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: EXPECTATION 5. Paraphrase and summarize taxts in ways that maintain meaning and logical order. EXPECTATION 5. Interactivith sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
TIDENT 110.36.2. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 210.36. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 210.36. Evaluate details read in determine key ideas. EXPECTATION 4. Evaluate details read in determine key ideas. GRADE LEVEL 210.36. Evaluate details read in determine key ideas. EXPECTATION 4. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 25. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 25. English Language Arts and Reading, English I (One Credit), Adopted 2017. GRADE LEVEL 210.36. Describe personal connectors to a variety of sources, including self-selected texts. EXPECTATION 5. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 25. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 26. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 27. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 27. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 27. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT			
EXPECTATION 3. sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. EKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 210.36. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 210.36. Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL 210.36. While inferences and use evidence to support understanding. GRADE LEVEL 210.36. Evaluate details read to determine key ideas. GRADE LEVEL 210.36. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and amnotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources including self-selected texts. GRADE LEVEL 210.36. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 5. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, annotating, feewriting, or illustrating. EXPECTATION 5. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT 1.0.36.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL 1.0.36.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4.A. GRADE LEVEL 1.0.36.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B. GRADE LEVEL 1.0.36.c. Make inferences and use evidence to support understanding. EXPECTATION 4.F. GRADE LEVEL 1.0.36.c. Evaluate details read to determine key ideas. EXPECTATION 4.B. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 10.36.c. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 5.B. GRADE LEVEL 10.36.c. Describe personal connections to a variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 10.36.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. GRADE LEVEL 10.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.B. GRADE LEVEL 10.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.E. FIGURE 1.0.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.E. EXPECTATION 6.E. Multiple genres: listening, appeaking, reading, writing, and thinking using multiple texts-genres. The expected to: Multiple genres: listening, appeaking, reading, writing, and thinking using multiple texts-genres. The expected to: GRADE LEVEL 1.0.36.c. Analyze characteristics and suprose genre-specific characteristics, structures, and purpose within and across increasingly complex traditional, contemporary, classical, and diverse texts			sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: EXPECTATION 4.A. GRADE LEVEL 110.36.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4.B. GRADE LEVEL 110.36.c. Make inferences and use evidence to support understanding to deepen understanding and gain information. EXPECTATION 4.F. GRADE LEVEL 110.36.c. Evaluate details read to determine key ideas. EXPECTATION 4.F. GRADE LEVEL 110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.D. GRADE LEVEL 110.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.E. GRADE LEVEL 110.36.c. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 5.E. STUDENT 5.E. FIRS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 6.E. FIRS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 7. STUDENT 7. STUDENT 8.E. FIRS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 7. STUDENT 7. 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 8. STUDENT 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 7. STUDENT 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 8. STUDENT	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
GRADE LEVEL 110.36.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B. GRADE LEVEL 110.36.c. Make inferences and use evidence to support understanding. 4.F. GRADE LEVEL 110.36.c. Evaluate details read to determine key ideas. 4.G. GRADE LEVEL 110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources, including self-selected texts. 5.A. GRADE LEVEL 110.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. GRADE LEVEL 110.36.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E. STUDENT EXPECTATION 5.E. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 110.36.c. Analyze characteristics and structural elements of informational texts such as:			student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
GRADE LEVEL 110.36.c. Wake inferences and use evidence to support understanding. EXPECTATION 4.F. GRADE LEVEL 110.36.c. Evaluate details read to determine key ideas. 4.G. GRADE LEVEL 110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E. STUDENT EXPECTATION 7. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 7. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 110.36.c. Analyze characteristics and structural elements of informational texts such as:			Establish purpose for reading assigned and self-selected texts.
EXPECTATION 4.F. GRADE LEVEL EXPECTATION 4.G. GRADE LEVEL 110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 5.E. STUDENT 5.E. STUDENT 110.36.C English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 7. 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: GRADE LEVEL 110.36.C Paraphrase and structural elements of informational texts such as:			Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION 4.G. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 1.5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.A. GRADE LEVEL 110.36.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT 5.E. TEKS 110.36. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. STUDENT 5.E. STUDENT 110.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 2.7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			Make inferences and use evidence to support understanding.
All. and annotating when understanding breaks down. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c. Sesponse skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. 5.A. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. Paraphrase and summarize texts in ways such as notetaking, annotating, freewriting, or illustrating. 5.E. TEKS 110.36.c. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c. 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: GRADE LEVEL 110.36.c. Analyze characteristics and structural elements of informational texts such as:			Evaluate details read to determine key ideas.
STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.36.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Expectation 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			
responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: 110.36.c. Describe personal connections to a variety of sources, including self-selected texts.	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
EXPECTATION 5.A. GRADE LEVEL EXPECTATION 5.D. GRADE LEVEL EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 1.0.36. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL 110.36.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 5.E. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			Describe personal connections to a variety of sources, including self-selected texts.
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			Paraphrase and summarize texts in ways that maintain meaning and logical order.
STUDENT EXPECTATION 110.36.c .7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
EXPECTATION .7. 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: GRADE LEVEL 110.36.c Analyze characteristics and structural elements of informational texts such as:	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
			Analyze characteristics and structural elements of informational texts such as:

INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
110.37.c .8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
9.B.ii.	
	English Language Arts and Reading, English II (One Credit), Adopted 2017.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
110.37. 110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
110.37.c .9. 110.37.c .9.C.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
110.37.c .9. 110.37.c .9.C. 110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
110.37.c. .9. 110.37.c. 9.C. 110.37.c. 110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
	110.37.c. 8.B. 110.37.c. 9.A. 110.37.c. 9.A. 110.37.c. 9.B. 110.37.c. 9.B.

INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. FIGURE 110.38.c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. EXPECTATION 7. BAUTE 110.38.c. CRADE LEVEL 110.38.c. Analyze characteristics and structural elements of informational texts such as: INDICATOR 110.38.c. Clear thesis, strong supporting evidence, perfinent examples, commentary, summary, and conclusion. TEXS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. STUDENT 110.38.c. Clear thesis, strong supporting evidence, perfinent examples, commentary, summary, and conclusion. TEXS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 2. EXPECTATION 7. EXPECTATION 7. EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. Expectation 7. English Language Arts and Reading, English III (One Credit), Adopted 2017. EXECUTATION 7. EXPECTATION 7. English Language Arts and Reading, English III (One Credit), Adopted 2017. EXPECTATION 7. English Language Arts and Reading, English III (One Credit), Adopted 2017. EXECUTATION 7. English Language Arts and Reading, English III (One Credit), Adopted 2017. EXECUTATION 7. English Language Arts and Reading, English III (One Credit), Adopted 2017.			
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 15. Sepached to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.38c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT EXPECTATION 5. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT STUDENT 110.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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 for 7D.1. Analyze characteristics and structural elements of informational texts such as: STUDENT 10.38c. Clear thesis, stong supporting evidence, pertinent examples, commentary, summary, and conclusion. TOJ. Analyze characteristics and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected for 10.38c. Expectation 7.7. STUDENT 10.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 20.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 20.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 20.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 20.38c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 20.38c. English Language Arts and Reading, English III (One Credit			Evaluate details read to determine key ideas.
STUDENT 10.38.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 10.38.c. Describe personal connectors to a variety of sources, including self-selected texts. EXPECTATION 5.A. Describe personal connectors to a variety of sources, including self-selected texts. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.D. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: INDICATOR 110.38.c. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. 7.D. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 7.C. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 7.F. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 8. Benglish Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 110.38.c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38.c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38.c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38.c. English Language Arts and Readin			
EXPECTATION 5. responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 10.38 c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5. D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38. English Language Arts and Reading, english III (One Credit), Adopted 2017. STUDENT 2. Student recognizes and analyzes genre-specific characteristics, structures, and purposes within and expected to: GRADE LEVEL EXPECTATION 7. D. Analyze characteristics and structural elements of informational texts such as: EXPECTATION 10.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38. English Language Arts and Reading, english III (One Credit), Adopted 2017. STUDENT 2. Student recognizes and analyzes genre-specific characteristics, structures, and purposes within and expected to: GRADE LEVEL 110.38. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 7. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 10.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 2. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 2. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 3. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 2. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 3. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 3. English Language Arts and Readin	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
EXPECTATION 5A. GRADE LEVEL 10.38.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5D. GRADE LEVEL 110.38.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5E. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Annotation of 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: GRADE LEVEL 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 27. Expectation 110.38.c. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 28. English Language Arts and Reading, English III (One Credit), Adopted 2017. GRADE LEVEL 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 27. Expectation 110.38.c. Analyze the effectiveness of characteristics of multimodal and digital texts. Expected to: GRADE LEVEL 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 28. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 29. English			responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
EXPECTATION 5.D. GRADE LEVEL EXPECTATION 5.E. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7.7. Student recognizes and analyzes genres-pecific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: TEKS 110.38. Clear thesis, strong supporting evidence, pertinent examples, commentary, summany, and conclusion. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: GRADE LEVEL EXPECTATION 7.F. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Explain the surface of text structure to achieve the author's purpose. STUDENT EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose.			Describe personal connections to a variety of sources, including self-selected texts.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: INDICATOR 110.38.c. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: STUDENT EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 10.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 10.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Evaluate use of text structure to achieve the author's 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EVALUATION 8. Evaluate how the author's use of language informs and shapes the perception of readers.			Paraphrase and summarize texts in ways that maintain meaning and logical order.
STUDENT TEKS 110.38.c Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. TEKS 110.38.c Structure and purposes within and across increasingly complex traditional, enterprinent examples, commentary, summary, and conclusion. TEKS 110.38.c Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. TEKS 110.38. English Language Arts and Reading, pertinent examples, commentary, summary, and conclusion. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Analyze the effectiveness of characteristics of multimodal and digital texts. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Evaluate use of text structure to achieve the author's 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EXPECTATION 8. Evaluate how the authors use of language informs and shapes the perception of readers.			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
STUDENT EXPECTATION 7. 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: INDICATOR 110.38.c 7.D.i. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-repress to 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: TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. TEKS 110.38. Analyze the effectiveness of characteristics of multimodal and digital texts. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. GRADE LEVEL EXPECTATION 8. Evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D.	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
INDICATOR 110.38.c. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. 7.D.i. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38.c. GRADE LEVEL EXPECTATION 110.38.c. Analyze the effectiveness of characteristics of multimodal and digital texts. 7.F. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 8.B. Evaluate use of text structure to achieve the author's purpose. Evaluate use of text structure to achieve the author's purpose. 8.B. Evaluate how the author's use of language informs and shapes the perception of readers. 8.D.			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL EXPECTATION 7.F. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. GRADE LEVEL EXPECTATION 8. Evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D.			Analyze characteristics and structural elements of informational texts such as:
STUDENT EXPECTATION 2.7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: GRADE LEVEL EXPECTATION 2. Analyze the effectiveness of characteristics of multimodal and digital texts. 7.F. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 2. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 2. Evaluate use of text structure to achieve the author's purpose. EVALUATE TOWN 2. Evaluate use of text structure to achieve the author's purpose. EVALUATE TOWN 3. Evaluate how the author's use of language informs and shapes the perception of readers. EVALUATE TOWN 3. Evaluate how the author's use of language informs and shapes the perception of readers.	INDICATOR		Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
STUDENT EXPECTATION 2. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student use 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: EXPECTATION 2. STUDENT EXPECTATION 2. But 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: GRADE LEVEL EXPECTATION 8.B. Evaluate use of text structure to achieve the author's purpose. GRADE LEVEL EXPECTATION 8.B. Evaluate how the author's use of language informs and shapes the perception of readers. Evaluate how the author's use of language informs and shapes the perception of readers.	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38.c. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 8. Evaluate use of text structure to achieve the author's purpose. EVALUATE TO STATE OF THE STATE OF			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
STUDENT EXPECTATION 110.38.c 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL EXPECTATION 110.38.c. Evaluate use of text structure to achieve the author's purpose. GRADE LEVEL 110.38.c. Evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D.			Analyze the effectiveness of characteristics of multimodal and digital texts.
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GRADE LEVEL 110.38.c. Evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.B. 8.B. 6. Evaluate how the author's use of language informs and shapes the perception of readers. 8.D.			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
EXPECTATION 8.D.			Evaluate use of text structure to achieve the author's purpose.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.			Evaluate how the author's use of language informs and shapes the perception of readers.
	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEVS	110.20	English Language Arts and Reading English IV (One Credit), Adopted 2017

110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
		situations by:
EXPECTATION	.9.B. 110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.i. 110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples,
INDICATOR INDICATOR	.9.B. 110.39.c. 9.B.i. 110.39.c. 9.B.ii.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
INDICATOR INDICATOR TEKS STUDENT	110.39.c. 9.B.i. 110.39.c. 9.B.ii. 110.39. 110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	.9.B. 110.39.c. 9.B.ii. 110.39.c. 9.B.ii. 110.39.c. 9.C.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.9.B. 110.39.c. 9.B.ii. 110.39.c. 9.B.ii. 110.39.c. 9.C. 110.39.c. 9.C.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 9.B.i. 110.39.c. 9.B.ii. 110.39.c. 110.39.c. 9.C. 110.39.c. 9.D.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 9.B.ii. 110.39.c. 9.B.ii. 110.39.c. 9.C. 110.39.c. 9.C. 110.39.c. 9.D. 110.39.c. 110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

110.39.c. 10.B. 110.39.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
110.39.	
	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
110.39.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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110.46.	Independent Study in English (One-Half to One Credit).
110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
110.46.b. 1.A.	Read widely for further study.
110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
110.46.	Independent Study in English (One-Half to One Credit).
110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
110.46.b. 2.B.	Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.
110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
110.47.	Reading I, II, III (One-Half to Three Credits).
110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
	110.46.b. 110.46.b. 110.46.b. 1.A. 110.46.b. 1.B. 110.46.b. 1.C. 110.46.b.

GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.

GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).

STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:

GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.

TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL		Write informative and persuasive texts, including essays, reports, and proposals.
EXPECTATION	1.A.	
GRADE LEVEL EXPECTATION		Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.

EXPECTATION 1.C.

TEKS	110.53.	Research and	Technical Writing	(One-Half to One Credit).

TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.

GRADE LEVEL 110.53.b. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,

EXPECTATION 4.C. and verb forms in final drafts.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
EXPECTATION	U.Z.	The student is expected to.

GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION		Read a variety of informational text.
	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.

TEKS 110.58. Communication Applications (One-Half Credit).

STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.	
GRADE LEVEL	110.58.b.	Identify the components of the communication process and their functions.	

GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.
GRADE LEVEL EXPECTATION	110.58.b. 2.G.	Communicate effectively in interviews.
GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.
CDADE LEVE	110.04	Develop appropriate evaluation attests size for each appost of the standard and account for a fellow of the standard and account for

GRADE LEVEL 110.61.b. Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. EXPECTATION 3.C.

 $\label{eq:GRADE_LEVEL} \textbf{110.61.b.} \quad \textbf{Produce a written text of superior quality}.$

EXPECTATION 3.F.

GRADE LEVEL 110 EXPECTATION 5.A.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

TEKS 110.36	English Language Arts a	nd Reading, English I	(One Credit), Adopted 2017.
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TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.	
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.	
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.	
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.	
GRADE LEVEL EXPECTATION		Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	

110.36.c. Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.	
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:	
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:	
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
INDICATOR	110.26 -	Using an arganizing atmetive appropriate to purpose audience tonic and contact	

INDICATOR 110.36.c. Using an organizing structure appropriate to purpose, audience, topic, and context.

9.B.i.

INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION		composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. he student uses the writing process recursively to compose multiple texts that are legible and use ppropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	devise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use f parallel constructions and placement of phrases and dependent clauses.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:					
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.					
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.					
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.					
		Correct spelling.					
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.					
INDICATOR		Correct spelling. English Language Arts and Reading, English I (One Credit), Adopted 2017.					
	9.D.vi. 110.36. 110.36.c						
TEKS	9.D.vi. 110.36. 110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use					
TEKS STUDENT EXPECTATION GRADE LEVEL	9.D.vi. 110.36. 110.36.c .9.	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.D.vi. 110.36. 110.36.c. 9.E. 110.36.c.	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences.					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.D.vi. 110.36.c 110.36.c 9.E. 110.36.c 110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	9.D.vi. 110.36.c. 110.36.c. 9.E. 110.36.c. 110.36.c.	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.D.vi. 110.36.c 110.36.c 9.E 110.36.c 110.36.c 110.36.c 110.36.c 110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.					

TEKS 13 STUDENT EXPECTATION 1.1 GRADE LEVEL EXPECTATION 1.2 STUDENT EXPECTATION 3.3 TEKS 13 STUDENT EXPECTATION 1.4 GRADE LEVEL EXPECTATION 4.4 GRADE LEVEL 1 EXPECTATION 4.5 GRADE LEVEL 1 1 EXPECTATION 4.5 GRADE LEVEL 1 1 5.5 GRADE LEVEL 1 1 5.5 GRADE LEVEL 1 1 5.5 GRADE LEVEL 1 1 5.5	11.l. 110.37. 110.37.c	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: D.37.c. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. D.37.c. English Language Arts and Reading, English II (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION 1.1 GRADE LEVEL 1.2 STUDENT 1.3 TEKS 1.3 TEKS 1.3 TEKS 1.4 STUDENT 1.4 GRADE LEVEL 1.2 EXPECTATION 4. GRADE LEVEL 1.3 EXPECTATION 4. GRADE LEVEL 1.4 EXPECTATION 4. GRADE LEVEL 1.4 EXPECTATION 4. GRADE LEVEL 1.5 EXPECTATION 4.	110.37.c. 1.A. 110.37.c. 1.A. 110.37.c. 3.	D.37.c Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: D.37.c. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. D.37.c. English Language Arts and Reading, English II (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. D.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
GRADE LEVEL 1 EXPECTATION 1 TEKS 1 STUDENT 1 EXPECTATION 3 TEKS 1 STUDENT 2 GRADE LEVEL 1 EXPECTATION 4	.1. 110.37.c. 1.A. 110.37. 110.37.c. 3.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: 0.37.c. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. 37. English Language Arts and Reading, English II (One Credit), Adopted 2017. 0.37.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS 13 STUDENT 1 EXPECTATION 3. TEKS 13 STUDENT 1 EXPECTATION 4. GRADE LEVEL 1 EXPECTATION 4.	1.A. 110.37. 110.37.c. 3.	communication to audiences and purposes. 2.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. 2.37.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 2.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT 1 EXPECTATION 3. TEKS 11 STUDENT 1 EXPECTATION 4. GRADE LEVEL 1 EXPECTATION 4.	110.37.c. 3.	 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS 11 STUDENT EXPECTATION 1.4 GRADE LEVEL 1 EXPECTATION 4. TEKS 11 STUDENT 1 EXPECTATION 1.5 GRADE LEVEL 1	3.	sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
GRADE LEVEL 1 EXPECTATION 4.	110.37.	
GRADE LEVEL 1 EXPECTATION 4. TEKS 11 STUDENT 1 EXPECTATION 5.5 GRADE LEVEL 1		
GRADE LEVEL 1 EXPECTATION 4. TEKS 13 STUDENT 1 EXPECTATION 5.5 GRADE LEVEL 1		0.37.c Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL 1 EXPECTATION 4. GRADE LEVEL 1 EXPECTATION 4. GRADE LEVEL 1 EXPECTATION 4. TEKS 11 STUDENT 1 EXPECTATION 1.5	110.37.c. 4.A.	0.37.c. Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL 1 EXPECTATION 4. GRADE LEVEL 1 EXPECTATION 4. TEKS 11 STUDENT 1 EXPECTATION 5.5 GRADE LEVEL 1	110.37.c. 4.B.	
GRADE LEVEL 1 EXPECTATION 4. TEKS 13 STUDENT EXPECTATION 5.5 GRADE LEVEL 1	110.37.c. 4.F.	0.37.c. Make inferences and use evidence to support understanding.
EXPECTATION 4. TEKS 11 STUDENT EXPECTATION 5.5 GRADE LEVEL 1	110.37.c. 4.G.	0.37.c. Evaluate details read to determine key ideas.
STUDENT 1 .5 GRADE LEVEL 1	110.37.c. 4.l.	0.37.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
GRADE LEVEL 1		.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.
	110.37.	
	110.37.0	0.37.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
	110.37.0	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: 0.37.c. Describe personal connections to a variety of sources, including self-selected texts.
	110.37. c. .5.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: 0.37.c. Describe personal connections to a variety of sources, including self-selected texts. 0.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order.
TEKS 1	110.37.c. .5. 110.37.c. 5.A.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: 0.37.c. Describe personal connections to a variety of sources, including self-selected texts. 0.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 0.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:					
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:					
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:					
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:					
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:					
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.					
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.					

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:					
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.					
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.					
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.					
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.					
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.					
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.					
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.					
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.					

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:						
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.						
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.						
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.						
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.						
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.						
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:						
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.						
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.						
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.						
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:						
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:						
INDICATOR	110.00							
	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.						
TEKS		English Language Arts and Reading, English III (One Credit), Adopted 2017.						
TEKS STUDENT EXPECTATION	7.D.i. 110.38.							

110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.					
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.					
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.					
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.					
GRADE LEVEL EXPECTATION		Evaluate details read to analyze key ideas.					
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:					
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.					
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.					
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:					

GRADE LEVEL EXPECT ATION		Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.						
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.						
GRADE LEVEL		Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.						
EXPECTATION	11.l.							
EXPECTATION	11.I.	Grade 9 - Adopted: 2011						
	11.1.	Grade 9 - Adopted: 2011 Independent Study in English (One-Half to One Credit).						
	110.46. 110.46.							
TEKS	110.46. 110.46. b.1.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics.						
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.46. b.1. 110.46.b. 1.A.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:						
TEKS STUDENT EXPECTATION GRADE LEVEL	110.46. b.1. 110.46.b. 1.A. 110.46.b. 1.B.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study.						
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46. 110.46. b.1. 110.46.b. 1.A. 110.46.b. 1.B.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study. Generate relevant, interesting, and researchable questions with instructor guidance and approval.						
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46. 110.46.b. 1.0.46.b. 1.0.46.b. 1.0.46.b. 1.0.46.b. 110.46.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study. Generate relevant, interesting, and researchable questions with instructor guidance and approval. Draw relevant questions for further study from the research findings or conclusions.						
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.46. 110.46.b. 1.0.46.b. 1.0.46.b. 1.0.46.b. 1.0.46.b. 1.0.46.b.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study. Generate relevant, interesting, and researchable questions with instructor guidance and approval. Draw relevant questions for further study from the research findings or conclusions. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual						
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.46. 110.46.b. 1.A. 110.46.b. 1.B. 110.46.b. 1.C. 110.46. 110.46. 12.46.b. 1.C.	Independent Study in English (One-Half to One Credit). The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: Read widely for further study. Generate relevant, interesting, and researchable questions with instructor guidance and approval. Draw relevant questions for further study from the research findings or conclusions. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary						

STUDENT EXPECTATION b.1. The student uses a variety of word recognition strategies. The student is expected to: GRADE LEVEL 110.47.b. Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. EXPECTATION 1A. TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION b.2. Expand vocabulary by reading, viewing, listening, and discussing. EXPECTATION 2A. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 3 The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: GRADE LEVEL 110.47.b. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, alioting time, and following directions. GRADE LEVEL 110.47.b. Read to gain content/background knowledge as well as insight about oneself, others, or the world. SEXPECTATION 3 GRADE LEVEL 110.47.b. Read for enjoyment. SEXPECTATION 5 The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4 GRADE LEVEL 110.47.b. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4 GRADE LEVEL 110.47.b. Use sudy skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4									
TEKES 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.10.47. The student uses a variety of word recognition strategies. The student is expected to: GRADE LEVEL 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 2.3. Student reads for a variety of purposes with multiple sources, both narrative and expository. The EXPECTATION 2.3. Student is expected to: GRADE LEVEL 110.47. Read using test-taking skills such as highlighting, amnotating, previewing questions, noticing key words, employing process of elimination, alloting time, and following directions. GRADE LEVEL 110.47. Read to gain content/background knowledge as well as insight about oneself, others, or the world. GRADE LEVEL 110.47. Read for enjoyment. 3.E. STUDENT 10.47. The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4.0. Summarize texts by identifying main ideas and relevant details. GRADE LEVEL 110.47. Use study skills such as previewing, highlighting, annotating, and outlining. GRADE LEVEL 110.47. Use study skills such as previewing, highlighting, annotating, and after reading. GRADE LEVEL 110.47. Use guestioning to enhance comprehension before, during, and after reading. GRADE LEVEL 110.47. Use guestioning to enhance comprehension before, during, and after reading.									
The student uses a variety of word recognition strategies. The student is expected to: RRADE LEVEL EXPECTATION 110.47. Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 110.47. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL EXPECTATION 2.A. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, alloting time, and following directions. GRADE LEVEL EXPECTATION 1.0.47. Read to renjoyment EXPECTATION 1.0.47. Read for enjoyment 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). The student comprehends texts using effective strategies. The student is expected to: GRADE LEVEL EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. Reading I, II, III (One-Half to Three Credits). The student comprehends texts using effective strategies. The student is expected to: GRADE LEVEL EXPECTATION 4. Determine and adjust purpose for reading. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4. Summarize texts by identifying main ideas and relevant deta			Use writing as a tool such as to reflect, explore, or problem solve.						
GRADE LEVEL FILE VEL FILE FILE FILE FILE FILE FILE FILE FI	TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						
TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT 110.47. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 10.47b. Reading I, II, III (One-Half to Three Credits). STUDENT 2.4. The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: GRADE LEVEL 110.47b. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, alloting time, and following directions. GRADE LEVEL 110.47b. Read to gain content/background knowledge as well as insight about oneself, others, or the world. GRADE LEVEL 110.47b. Read for enjoyment. 3.C. Reading I, II, III (One-Half to Three Credits). STUDENT 3.C. Reading I, II, III (One-Half to Three Credits). TEKS 110.47b. Reading I, II, III (One-Half to Three Credits). STUDENT 110.47b. Determine and adjust purpose for reading. 4.C. CRADE LEVEL 110.47b. Determine and adjust purpose for reading. GRADE LEVEL 110.47b. Summarize texts by identifying main ideas and relevant details. GRADE LEVEL 110.47b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. GRADE LEVEL 110.47b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. GRADE LEVEL 110.47b. Use questioning to enhance comprehension before, during, and after reading. GRADE LEVEL 110.47b. Use questioning to enhance comprehension before, during, and after reading.			he student uses a variety of word recognition strategies. The student is expected to:						
STUDENT b.2. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 10.47b. Expand vocabulary by reading, viewing, listening, and discussing. TEKS 10.47. Reading I, II, III (One-Half to Three Credits). STUDENT 110.47b. Read using test-taking skills such as highlighting, amotating, previewing questions, noticing key words, employing EXPECTATION 3.C. process of elimination, allotting time, and following directions. GRADE LEVEL 110.47b. Read to gain content/background knowledge as well as insight about oneself, others, or the world. GRADE LEVEL 110.47b. Read for enjoyment 3.E. TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT 2.F. Read for enjoyment 3.E. STUDENT 2.F. Reading I, II, III (One-Half to Three Credits). STUDENT 2.F. Reading I, II, III (One-Half to Three Credits). GRADE LEVEL 110.47b. Determine and adjust purpose for reading. EXPECTATION 4.B. GRADE LEVEL 110.47b. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4.F. GRADE LEVEL 110.47b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4.F. GRADE LEVEL 110.47b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4.F. GRADE LEVEL 110.47b. Use questioning to enhance comprehension before, during, and after reading. EXPECTATION 4.G.			Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.						
GRADE LEVEL 110.47b. Expand vocabulary by reading, viewing, listening, and discussing. EXPECTATION 2A. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 5.3. GRADE LEVEL 110.47b. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions. GRADE LEVEL 110.47b. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions. GRADE LEVEL 110.47b. Read to gain content/background knowledge as well as insight about oneself, others, or the world. 3.D. GRADE LEVEL 110.47b. Read for enjoyment 3.E. TEKS 110.47. Reading I, II, III (One-Half to Three Credits). The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4.B. Determine and adjust purpose for reading. EXPECTATION 4.B. Summarize texts by identifying main ideas and relevant details. 4.D. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4.F. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4.C. Use questioning to enhance comprehension before, during, and after reading.	TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						
EXPECTATION 2A. 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION b.3. The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: GRADE LEVEL 110.47b. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions. GRADE LEVEL 110.47b. Read to gain content/background knowledge as well as insight about oneself, others, or the world. 3D. GRADE LEVEL 110.47b. Read for enjoyment. 3E. TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION b.4. The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4B. Determine and adjust purpose for reading. GRADE LEVEL EXPECTATION 4B. Summarize texts by identifying main ideas and relevant details. GRADE LEVEL EXPECTATION 4F. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. GRADE LEVEL EXPECTATION 4F. Use questioning to enhance comprehension before, during, and after reading.									
STUDENT EXPECTATION b.3. The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: GRADE LEVEL EXPECTATION 3.C. Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions. GRADE LEVEL EXPECTATION 3.D. Read to gain content/background knowledge as well as insight about oneself, others, or the world. 3.E. TEKS 110.47.b. Read for enjoyment. 3.E. The student comprehends texts using effective strategies. The student is expected to: EXPECTATION b.4. The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4.B. Determine and adjust purpose for reading. 4.B. Summarize texts by identifying main ideas and relevant details. GRADE LEVEL EXPECTATION 4.F. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. 4.F. GRADE LEVEL EXPECTATION 4.G. Use questioning to enhance comprehension before, during, and after reading.			Expand vocabulary by reading, viewing, listening, and discussing.						
SADE LEVEL 110.47.b. Read for enjoyment. STUDENT EXPECTATION 2. GRADE LEVEL 2. EXPECTATION 3. GRADE LEVEL 3. EXPECTATION 3. GRADE LEVEL 3. EXPECTATION 3. GRADE LEVEL 4. EXPECTATION 3. GRADE LEVEL 4. EXPECTATION 3. GRADE LEVEL 5. EXPECTATION 4. GRADE LEVEL 4. EXPECTATION 4. GRADE LEVEL 5. EXPECTATION 4. GRADE LEVEL 4. EXPECTATION 4. GRADE LEVEL 5. EXPECTATION 4. EXPECTATION 4. EXPECTATION 4. GRADE LEVEL 5. EXPECTATION 4. EXPECTATION 4. EXPECTATION 4. GRADE LEVEL 5. EXPECTATION 4. EXPECTATION 5. EXPECTATION 5. EXPECTATION 6. EXPECTATION 6. EXPECTATION 6. EXPECTATION	TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						
EXPECTATION 3.C. process of elimination, allotting time, and following directions. GRADE LEVEL EXPECTATION 3.D. Read to gain content/background knowledge as well as insight about oneself, others, or the world. 3.D. Read to gain content/background knowledge as well as insight about oneself, others, or the world. 3.D. GRADE LEVEL 110.47.b. Read for enjoyment. 3.E. TEKS 110.47. Reading I, II, III (One-Half to Three Credits). The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 5.4. The student comprehends texts using effective strategies. The student is expected to: EXPECTATION 4.B. Determine and adjust purpose for reading. 4.B. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4.F. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. 4.F. GRADE LEVEL 110.47.b. Use questioning to enhance comprehension before, during, and after reading. 4.G. Use questioning to enhance comprehension before, during, and after reading.									
GRADE LEVEL 110.47.b. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 1.0.47. The student comprehends texts using effective strategies. The student is expected to: GRADE LEVEL 110.47.b. Determine and adjust purpose for reading. 4.B. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4.D. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. GRADE LEVEL 110.47.b. Use questioning to enhance comprehension before, during, and after reading. 4.G. Use questioning to enhance comprehension before, during, and after reading.									
TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION b.4. The student comprehends texts using effective strategies. The student is expected to: GRADE LEVEL EXPECTATION 4.B. Determine and adjust purpose for reading. 4.B. Summarize texts by identifying main ideas and relevant details. 4.D. Summarize texts by identifying main ideas and relevant details. GRADE LEVEL EXPECTATION 4.F. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. 4.F. Use questioning to enhance comprehension before, during, and after reading. 4.G. Use questioning to enhance comprehension before, during, and after reading.			Read to gain content/background knowledge as well as insight about oneself, others, or the world.						
STUDENT EXPECTATION b.4. The student comprehends texts using effective strategies. The student is expected to: 110.47.b.			Read for enjoyment.						
GRADE LEVEL EXPECTATION 4.B. Determine and adjust purpose for reading. GRADE LEVEL EXPECTATION 4.B. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4.D. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. 4.F. GRADE LEVEL EXPECTATION 4.F. Use questioning to enhance comprehension before, during, and after reading. 4.G. 4.G.	TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						
GRADE LEVEL 110.47.b. Summarize texts by identifying main ideas and relevant details. EXPECTATION 4.D. GRADE LEVEL 110.47.b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. EXPECTATION 4.F. GRADE LEVEL 110.47.b. Use questioning to enhance comprehension before, during, and after reading. EXPECTATION 4.G.			The student comprehends texts using effective strategies. The student is expected to:						
GRADE LEVEL 110.47.b. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. 4.F. GRADE LEVEL 110.47.b. Use questioning to enhance comprehension before, during, and after reading. EXPECTATION 4.G.			Determine and adjust purpose for reading.						
EXPECTATION 4.F. GRADE LEVEL 110.47.b. Use questioning to enhance comprehension before, during, and after reading. EXPECTATION 4.G.			Summarize texts by identifying main ideas and relevant details.						
EXPECTATION 4.G.			Use study skills such as previewing, highlighting, annotating, note taking, and outlining.						
TEKS 110.47. Reading I, II, III (One-Half to Three Credits).			Use questioning to enhance comprehension before, during, and after reading.						
	TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						

STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	dentify and analyze the audience, purpose, and message of the text.					
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.					
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.					
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.					
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).					
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:					
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.					
GRADE LEVEL	440.40.5	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and					

TEKS	110.48.	College Readiness and Study Skills (One-H	alf Credit).

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STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL	110.48.b.	Evaluate personal responses to reading for evidence of growth.

TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).

EXPECTATION 6.C.

STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50.	The student identifies and analyzes regulations that govern media. The student is expected to:
2/11/2017/11/01/	5.0.	
GRADE LEVEL EXPECTATION		Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
GRADE LEVEL	110.50.b.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50.	
GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b. 3.B. 110.50. 110.50. b.4.	Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50.b. 3.B. 110.50. 110.50. b.4.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5. 110.50.b. 110.50.b. 110.50.b. 110.50.b.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages.

GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.

GRADE LEVEL 110.53.b. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.

EXPECTATION 2.C.

GRADE LEVEL 110.53.b. Revise drafts by rethinking content, organization, and style to better accomplish the task. EXPECTATION 2.E.

GRADE LEVEL 110.53.b. Edit as appropriate for the conventions of standard written English.

EXPECTATION 2.F.

GRADE LEVEL 110.53.b. Use available technology for aspects of creating, revising, editing, and publishing texts.

EXPECTATION 2.H.

GRADE LEVEL 110.53.b. Write both independently and collaboratively.

EXPECTATION 2.I.

TEKS 110.53. Research and Technical Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.

110.54. Practical Writing Skills (One-Half to One Credit). **TEKS**

STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL	110.54.b.	Analyze the audience and purpose of informational and persuasive text.

EXPECTATION 5.F.

GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.
GRADE LEVEL	110.58.b.	Communicate effectively in interviews.

EXPECTATION 2.G.

GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.		
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).		
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:		
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.		
GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.		
GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.		
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88		
	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.		
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.		
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.		
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.		
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.		
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.		
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		

110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including us of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting proces The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comp texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

Using strategic organizational structures appropriate to purpose, audience, topic, and context.
Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
English Language Arts and Reading, English III (One Credit), Adopted 2017.
Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
Publish written work for appropriate audiences.
English Language Arts and Reading, English IV (One Credit), Adopted 2017.
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information.
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding.
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to analyze key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to analyze key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

GRADE LEVEL 110.39.c. Publish written work for appropriate audiences. **EXPECTATION** Grade 9 - Adopted: 2011 **TEKS** Independent Study in English (One-Half to One Credit). 110.46. **STUDENT** 110.46. The student inquires through reading literature and researching self-selected and assigned topics. EXPECTATION b.1. The student is expected to: **GRADE LEVEL** 110.46.b. Read widely for further study. **EXPECTATION GRADE LEVEL** 110.46.b. Generate relevant, interesting, and researchable questions with instructor guidance and approval. EXPECTATION **GRADE LEVEL** 110.46.b. Draw relevant questions for further study from the research findings or conclusions. EXPECTATION **TEKS** 110.46. Independent Study in English (One-Half to One Credit). STUDENT 110.46. The student uses writing as a tool for learning and research. The student produces visual EXPECTATION b.2. representations that communicate with others. The student is expected to: **GRADE LEVEL** 110.46.b. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, EXPECTATION 2.C. recording, reviewing, and learning. **GRADE LEVEL** 110.46.b. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw EXPECTATION 2.D. conclusions GRADE LEVEL 110.46.b. Use writing as a tool such as to reflect, explore, or problem solve. EXPECTATION 2.E. **TEKS** 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT 110.47. The student uses a variety of word recognition strategies. The student is expected to: EXPECTATION b.1. **GRADE LEVEL** 110.47.b. Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. **EXPECTATION** 1.A. **TEKS** 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT 110.47. The student acquires an extensive vocabulary through reading and systematic word study. The EXPECTATION b.2. student is expected to: **GRADE LEVEL** 110.47.b. Expand vocabulary by reading, viewing, listening, and discussing **EXPECTATION** 2.A.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

EXPECTATION

3.D.

STUDENT EXPECTATION		The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL	110.47.b.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.

GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.

TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL	110.48.b.	Evaluate personal responses to reading for evidence of growth.

EXPECTATION 6.C.

TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50.	Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to:
STUDENT	110.50. b.3.	
STUDENT EXPECTATION	110.50. b.3. 110.50.b.	The student identifies and analyzes regulations that govern media. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50. b.3. 110.50.b. 3.B. 110.50.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50. b.3. 110.50.b. 3.B. 110.50. 110.50. b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50.b.3. 110.50.b.3.B. 110.50. 110.50. 110.50. 110.50.b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b.3. 110.50.b.3.B. 110.50. 110.50.b.4. 110.50.b.4. 110.50.b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.50.b.3. 110.50.b.3.B. 110.50. 110.50.b.4. 110.50.b.4. 110.50.b.4. 110.50.b.5.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b.3. 110.50.b.3.B. 110.50. 110.50.b.4. 110.50.b.4.C. 110.50.b.5.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.

GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.

TEKS	110.54.	Practical Writing	Skills ((One-Half to One Credit).	

STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

TEKS

STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.

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Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

STUDENT	110.36.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-
EXPECTATION	3.	sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select

110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

text and read independently for a sustained period of time.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
EXPECTATION	9.E. 110.36.	Publish written work for appropriate audiences.
TEKS STUDENT	9.E. 110.36. 110.36.c	Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
TEKS STUDENT EXPECTATION GRADE LEVEL	9.E. 110.36. 110.36.c. 110.36.c.	Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.E. 110.36.c 110.36.c 10.A. 110.37.	Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.E. 110.36. 110.36.c. 10.A. 110.37.c.	Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary texts such as fiction and poetry using genre characteristics and craft. English Language Arts and Reading, English II (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	9.E. 110.36.c. 110.36.c. 10.A. 110.37.c. 3.	Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary texts such as fiction and poetry using genre characteristics and craft. English Language Arts and Reading, English II (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL	110.38.c.	Make inferences and use evidence to support understanding.

EXPECTATION 4.F.

GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
		is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
	5.A.	·
EXPECTATION GRADE LEVEL	5.A. 110.39.c.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	5.A. 110.39.c. 5.E. 110.39.	Describe personal connections to a variety of sources, including self-selected texts. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION TEKS STUDENT	5.A. 110.39.c. 5.E. 110.39. 110.39.c.	Describe personal connections to a variety of sources, including self-selected texts. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION		The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
	b.2.	

110.47. Reading I, II, III (One-Half to Three Credits).

TEKS

STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.

TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:

GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
	b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The
GRADE LEVEL	b.1. 110.52.b. 1.D.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	b.1. 110.52.b. 1.D. 110.52.b. 1.F.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	b.1. 110.52.b. 1.D. 110.52.b. 1.F.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Employ various points of view to communicate effectively. Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.1. 110.52.b. 1.D. 110.52.b. 1.F. 110.52.b. 1.G. 110.52.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Employ various points of view to communicate effectively. Use word choice, sentence structure, and repetition to create tone. Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	b.1. 110.52.b. 1.D. 110.52.b. 1.F. 110.52.b. 1.G. 110.52. 110.52. 2.A.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Employ various points of view to communicate effectively. Use word choice, sentence structure, and repetition to create tone. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.A.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
EXPECTATION GRADE LEVEL	2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION GRADE LEVEL	2.B. 110.53.b. 2.C.	

GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL	110.54.b.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation,

EXPECTATION 2.F. capitalization, and sentence structure in the final draft.

GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts
		Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL I10.36.c. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating. EXPECTATION 5.D. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating. EXPECTATION 5.E. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating. EXPECTATION 7. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating. EXPECTATION 7. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating. EXPECTATION 7. Interact with sources in meaningful ways such as noteaking, annotating, heewilling, or illustrating, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: I10.36.C. Analyze characteristics and structural elements of informational texts such as: I10.36.C. Analyze characteristics and structural elements of informational texts such as: I10.36.C. Multiple organizational patiens within a text to develop the flesis. TOI. I10.36.C. Multiple organizational patiens within a text to develop the flesis. TOI. I10.36.C. Multiple genese: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: I10.36.C. Analyze characteristics of multimodal and digital texts. EXPECTATION 7. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 8. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 9. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process recursively to compose multiple texts -writing process. The student use			
CRADELEVEL EXPECTATION 5.D. CRADELEVEL EXPECTATION 5.E. I10.36. Imprish Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The expectation 7.D. CRADELEVEL 110.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple organizational patterns within a lext to develop the flusies. I10.36.C. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: I10.36.C. Analyze characteristics of multimodal and digital texts. FEKS I10.36.English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION S. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION S. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT S. Composition: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical linguiry to analyze the authors' choices and how they influence and communicate to develop his or her own products and performances. The student is expected to: STUDENT S. Composition: listening, speaking, reading, writing, and thinking using multiple texts. That are legible and use appropriate conventions. The student is expected to: SCRADELEVEL I10.38.C. Composition	GRADE LEVEL EXPECTATION		Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. 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: GRADE LEVEL 110.36.C. Analyze characteristics and structural elements of informational texts such as: INDICATOR 110.36.C. Multiple organizational patterns within a text to develop the thesis. TDDI. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 7. 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: GRADE LEVEL EXPECTATION 7. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 7. 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: GRADE LEVEL EXPECTATION 7. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.C. Analyze characteristics of multimodal and digital texts. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.C. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communication menning within a variety of texts. The student analyzes and applies attributer's range of the student uses the writing process. The student has expected to: GRADE LEVEL 110.36. English Language Arts and Reading, reading, writing, and thinking using multiple texts—writing p	GRADE LEVEL EXPECTATION		Paraphrase and summarize texts in ways that maintain meaning and logical order.
STUDENT 110.36.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 110.36.c Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. 7D.i. INDICATOR 110.36.c Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Multiple organizational patterns within a text to develop the thesis. 7D.ii. INDICATOR 110.36.c Analyze characteristics of multimodal and digital texts. 7F. INDICATOR 110.36.c Analyze characteristics of multimodal and digital texts. 7F. INDICATOR 110.36.c Analyze characteristics of multimodal and digital texts. 8T. INDICATOR 110.36.c Analyze organizes and realt: listening, speaking, reading, writing, and thinking using multiple texts. The student to develop his or her own products and performances. The student is expected to: INDICATOR 110.36.c Analyze use of text structure to achieve the author's burpose. INDICATOR 110.36.c Composition: listening, speaking, reading, writing,	GRADE LEVEL EXPECTATION		Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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: Analyze characteristics and structural elements of informational texts such as:	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
INDICATOR 10.36.c. INDICATOR 10.36.c. INDICATOR 10.36.c. Multiple organizational patterns within a text to develop the thesis. 7.D.ii. INDICATOR 10.36.c. Multiple organizational patterns within a text to develop the thesis. 7.D.ii. ITEKS 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36.c. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 10.36.4. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 10.36.C. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and use appropriate conventions. The student is expected to: STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Composition: listening, speaking, reading,	STUDENT EXPECTATION		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
INDICATOR 110.36.c. Multiple organizational patterns within a text to develop the thesis. 7.D.ii. 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 7. Adopted 2017. STUDENT 10.36. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and expected to: GRADE LEVEL 10.36. Analyze characteristics of multimodal and digital texts. 7.F. STUDENT EXPECTATION 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36. Analyze use of text structure to achieve the authors' choices and how they influence and communicate maning 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: STUDENT EXPECTATION 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. EXPECTATION 110.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36. English Language Arts and Reading, english I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36. English Language Arts and Reading, engling, reading, or discussing. FEXECUTATION 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.			Analyze characteristics and structural elements of informational texts such as:
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36.c Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. 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: GRADE LEVEL 210.36.c. Analyze characteristics of multimodal and digital texts. 7.F. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36.c. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL 110.36.c. Analyze use of text structure to achieve the author's purpose. EXPECTATION 8.6. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c 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. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 9. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT Expectation 9. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT Expectation 9. English Language Arts and Reading, English I (One Credit), Adopted 2017. Develop dr	INDICATOR		Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
STUDENT 110.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 210.36.c Analyze use of text structure to achieve the author's choices and how they influence and communicate meaning within a variety of texts. The student is expected to: 110.36.c Expectation 8.B. STUDENT 10.36.c Analyze use of text structure to achieve the author's purpose. EXPECTATION 8.B. STUDENT 10.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36.c Analyze use of text structure to achieve the author's purpose. STUDENT 20.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36.c Analyze use of text structure to achieve the author's purpose. STUDENT 20.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student tanalyze use of text structure to achieve the author's purpose. STUDENT 20.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: STUDENT 20.36.c 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. STUDENT 20.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. 20.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts -writing process. 20.36.c English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and use appropriate conventio	INDICATOR		Multiple organizational patterns within a text to develop the thesis.
STUDENT 10.36.c. Analyze use of text structure to achieve the author's choices and how they influence and communicate meaning within a variety of texts. The student is expected to: STUDENT 10.36.c. Analyze characteristics of multimodal and digital texts. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 8. Analyze characteristics of multimodal and digital texts. FEXPECTATION 8. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 8. EXPECTATION 9. Analyze use of text structure to achieve the author's choices and how they influence and communicate meaning within a variety of texts. The student nalyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 20.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 210.36.C Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL 210.36.c. Analyze use of text structure to achieve the author's purpose. STUDENT 25. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 26. English Language Arts and Reading, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 210.36.c. 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. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 27. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 28. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 29. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	STUDENT EXPECTATION		student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
STUDENT 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: GRADE LEVEL 110.36.c. Analyze use of text structure to achieve the author's purpose. 8.B. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 9. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c. 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. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 10.36.c. English Language Arts and Reading, English I (One Credit), Adopted 2017. GRADE LEVEL 110.36.c. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended			Analyze characteristics of multimodal and digital texts.
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: GRADE LEVEL 10.36.c. 8.B. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 9. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c. 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. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c 9. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL EXPECTATION 9. 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. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	STUDENT EXPECTATION		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
STUDENT EXPECTATION .9. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL EXPECTATION 9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. 9. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	GRADE LEVEL EXPECTATION		Analyze use of text structure to achieve the author's purpose.
The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c. 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. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
EXPECTATION 9.A. strategies such as brainstorming, journaling, reading, or discussing. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 110.36.c Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	STUDENT EXPECTATION		The student uses the writing process recursively to compose multiple texts that are legible and use
STUDENT EXPECTATION 110.36.c 9. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	GRADE LEVEL EXPECTATION		
EXPECTATION .9. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
	STUDENT EXPECTATION		The student uses the writing process recursively to compose multiple texts that are legible and use

INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:

INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL	110.38.c.	Evaluate use of text structure to achieve the author's purpose.

EXPECTATION 8.B.

GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL		
EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
EXPECTATION TEKS		Publish written work for appropriate audiences. English Language Arts and Reading, English III (One Credit), Adopted 2017.
	9.E. 110.38.	
TEKS	9.E. 110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	9.E. 110.38. 110.38.c. 110.38.c.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Synthesize information from a variety of sources.

STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:

INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

STUDENT	110.47.	
EXPECTATION CRAPE LEVEL		Expand vocabulary by reading, viewing, listening, and discussing.
GRADE LEVEL EXPECTATION	2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.

STUDENT EXPECTATION b.7. The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: GRADE LEVEL EXPECTATION 7.A. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION b.8. The student formulates and supports responses to a wide variety of texts. The student is expected b.8. GRADE LEVEL 110.47.b. Support responses with explicit textual information. EXPECTATION 8.D. TEKS 110.47. Reading I, II, III (One-Half to Three Credits).
TEKS 110.47. Reading I, II, III (One-Half to Three Credits). STUDENT EXPECTATION 110.47. The student formulates and supports responses to a wide variety of texts. The student is expected b.8. GRADE LEVEL 110.47.b. Support responses with explicit textual information. EXPECTATION 8.D.
STUDENT EXPECTATION 110.47. b.8. The student formulates and supports responses to a wide variety of texts. The student is expected to a wide variety of texts. The student i
GRADE LEVEL 110.47.b. Support responses with explicit textual information. EXPECTATION 8.D.
EXPECTATION 8.D.
TEKS 110.47. Reading I, II, III (One-Half to Three Credits).
STUDENT 110.47. The student reads and responds to informational texts. The student is expected to: b.9.
GRADE LEVEL 110.47.b. Generate relevant and interesting questions. EXPECTATION 9.A.
GRADE LEVEL 110.47.b. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/e EXPECTATION 9.C. and problem/solution.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit).
STUDENT 110.48. The student reads widely for a variety of purposes from numerous sources and cultures. The stude is expected to:
GRADE LEVEL 110.48.b. Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, expository, electronic texts, and other media.
GRADE LEVEL 110.48.b. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, EXPECTATION 1.B. to discover models for writing.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit).
STUDENT 110.48. The student builds an extensive vocabulary through reading and systematic word study. The student builds are expected to:
GRADE LEVEL 110.48.b. Expand vocabulary through wide reading, viewing, listening, and discussion. EXPECTATION 2.A.
GRADE LEVEL 110.48.b. Apply knowledge of affixes and roots to comprehend. EXPECTATION 2.B.
GRADE LEVEL 110.48.b. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected t
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:
GRADE LEVEL	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
EXPECTATION		
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
GRADE LEVEL		

GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.

GRADE LEVEL EXPECTATION	110.51.b. 5.B.	Link related information and ideas from a variety of sources.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL	110.53.b.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and

GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:
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GRADE LEVEL EXPECTATION	110.54.b. 6.A.	Apply knowledge of roots and affixes to infer the meanings of new words.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.63.	Independent Study in Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.63. b.1.	The student refines and enhances journalistic skills. The student is expected to:
GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR		
	9.D.iv. 110.36.c.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	9.D.iv. 110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	9.D.iv. 110.36.c. 9.D.v. 110.36.c. 9.D.vi. 110.36.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling.
INDICATOR INDICATOR TEKS STUDENT	9.D.iv. 110.36.c. 9.D.v. 110.36.c. 9.D.vi. 110.36.c. 9.D.vi.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	9.D.iv. 110.36.c. 9.D.v. 110.36.c. 9.D.vi. 110.36.c. 110.36.c.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.D.iv. 110.36.c. 9.D.vi. 110.36.c. 9.D.vi. 110.36.c. 9.E. 110.36.c. 110.36.c.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences.

GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .11.G.	Examine sources for:
INDICATOR	110.36.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.36.c. 11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.37.c	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION		Analyze use of text structure to achieve the author's purpose.

EXPECTATION 8.B.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .11.G.	Examine sources for:
INDICATOR	110.37.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
		situations by:
EXPECTATION	.9.B. 110.38.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples,
INDICATOR INDICATOR	.9.B. 110.38.c. 9.B.i. 110.38.c. 9.B.ii.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
INDICATOR INDICATOR TEKS STUDENT	110.38.c. 9.B.i. 110.38.c. 9.B.ii. 110.38.c. 9.B.ii.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	.9.B. 110.38.c. 9.B.ii. 110.38.c. 9.B.ii. 110.38.c. 9.C.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and
INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL EXPECTATION	110.38.c. 9.B.i. 110.38.c. 9.B.ii. 110.38.c. 9.C. 110.38.c. 9.C.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 9.B.i. 110.38.c. 9.B.ii. 110.38.c. 9.C. 110.38.c. 9.C.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 9.B.ii. 110.38.c. 9.B.ii. 110.38.c. 9.C. 110.38.c. 9.C. 110.38.c. 9.D. 110.38.c. 110.38.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:
INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.39.c	
STUDENT	110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
STUDENT EXPECTATION	110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c .7. 110.39.c .7.D.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.39.c .7. 110.39.c .7.D. 110.39.c 110.39.c	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT	110.39.c .7. 110.39.c .7.D.i 110.39.c .7.D.i. 110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c7. 110.39.c7.D.i. 110.39.c7.D.i.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c7. 110.39.c7.D.i. 110.39.c7.D.i. 110.39.c7.F. 110.39.c. 110.39.c.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

110.39.c .11.G.	Examine sources for:
110.39.c. 11.G.i.	Credibility, bias, and accuracy.
110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
L10.39. I	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
110.39.c. L1.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
	Grade 9 - Adopted: 2011
L10.46. I	Independent Study in English (One-Half to One Credit).
	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
110.46.b. L.A.	Read widely for further study.
110.46.b. L.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
110.46.b. L.C.	Draw relevant questions for further study from the research findings or conclusions.
L10.46. I	Independent Study in English (One-Half to One Credit).
	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
L10.47. I	Reading I, II, III (One-Half to Three Credits).
110.47.	The student uses a variety of word recognition strategies. The student is expected to:
	1.G.i. 110.39.c. 1.G.ii. 10.39.c. 110.39.c. 11. 110.39.c. 1.H. 110.39.c. 1.H. 110.46. 1. 110.46.b.

GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.				
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).				
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:				
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.				
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).				
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:				
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.				
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.				
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.				
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).				
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:				
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.				
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.				
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.				
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.				
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).				
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:				
GRADE LEVEL EXPECTATION	110.47.b. 5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.				
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.				
TEKS	110.17	Paradiana I. II. III. (One Half to Those Oradita)				

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:					
GRADE LEVEL EXPECTATION		Identify and analyze the audience, purpose, and message of the text.					
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.					
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).					
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.					
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.					
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).					
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:					
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.					
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.					
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).					
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:					
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.					

TEKS	110.48.	College Readin	ess and Study	Skills (One-l	Half Credit).

TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).				
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:				
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.				
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).				
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:				
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.				
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.				
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.				
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).				
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:				
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.				
	5.A.					
EXPECTATION GRADE LEVEL	5.A. 110.48.b. 5.B.	asking relevant questions.				
GRADE LEVEL EXPECTATION	5.A. 110.48.b. 5.B. 110.48.	asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.				
GRADE LEVEL EXPECTATION TEKS STUDENT	5.A. 110.48.b. 5.B. 110.48. 110.48. b.6.	asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit).				
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.48.b. 5.B. 110.48. 110.48. b.6.	asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:				
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	5.A. 110.48.b. 5.B. 110.48. 110.48.b. 6.B. 110.48.b. 6.C.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to: Formulate and defend a position with support synthesized from multiple texts.				
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.A. 110.48.b. 5.B. 110.48. 110.48.b. 6.B. 110.48.b. 6.C. 110.49.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to: Formulate and defend a position with support synthesized from multiple texts. Evaluate personal responses to reading for evidence of growth.				
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.48.b. 5.B. 110.48. 110.48. b.6. 110.48.b. 6.B. 110.48.b. 6.C. 110.49.	asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to: Formulate and defend a position with support synthesized from multiple texts. Evaluate personal responses to reading for evidence of growth. Visual Media Analysis and Production (One-Half Credit). The student recognizes/interprets visual representations as they apply to visual media. The student is				

110.49.b. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising,

perpetuation of stereotypes, use of visual representations, special effects, and language.

TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).

GRADE LEVEL

EXPECTATION

1.C.

STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:					
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.					
TEKS	110.50.	Contemporary Media (One Credit).					
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:					
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.					
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.					
TEKS	110.50.	Contemporary Media (One Credit).					
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:					
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.					
TEKS	110.50.	Contemporary Media (One Credit).					
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:					
GRADE LEVEL EXPECTATION		Evaluate standards for "quality programming".					
	4.C.						
TEKS		Contemporary Media (One Credit).					
	110.50. 110.50.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:					
TEKS STUDENT	110.50. 110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected					
TEKS STUDENT EXPECTATION GRADE LEVEL	110.50. 110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50. 110.50. b.5. 110.50.b. 5.C. 110.51.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages.					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50. b.5. 110.50.b. 5.C. 110.51. 110.51. b.3.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit).					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50. 110.50. b.5. 110.50.b. 5.C. 110.51. b.3. 110.51.b. 3.A.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to:					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50. 110.50. b.5. 110.50.b. 5.C. 110.51. b.3. 110.51.b. 3.A.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts.					
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.50. 110.50.b.5. 110.50.b.5.C. 110.51. 110.51.b.3. 110.51.b.3.C. 110.51.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.					

GRADE LEVEL EXPECTATION	110.51.b. 5.B.	Link related information and ideas from a variety of sources.				
TEKS	110.52.	Creative Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:				
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.				
TEKS	110.52.	Creative Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:				
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.				
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.				
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.				
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.				
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.				
TEKS	110.52.	Creative Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:				
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.				
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.				
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.				
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:				
GRADE LEVEL	110.53.b.	Write informative and persuasive texts, including essays, reports, and proposals.				

EXPECTATION 1.A.

GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.					
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.					
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).					
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:					
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.					
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.					
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.					
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.					
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.					
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.					
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.					
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).					
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:					
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.					
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).					
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:					
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.					
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.					
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.					

GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).				
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).				
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:				
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.				
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.				
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).				
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:				
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.				
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.				
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.				
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.				
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.				
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).				
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:				
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.				
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.				
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.				
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).				
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:				
GRADE LEVEL	110.54.b.	Identify explicit and implicit textual information, including main ideas and author's purpose.				

GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.					
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.					
GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.					
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).					
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:					
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.					
TEKS	110.63.	Independent Study in Journalism (One-Half to One Credit).					
STUDENT EXPECTATION	110.63. b.1.	The student refines and enhances journalistic skills. The student is expected to:					
GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.					
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132					
		Texas Essential Knowledge and Skills (TEKS) Language Arts					
		Grade 9 - Adopted: 2017					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.					
GRADE LEVEL							
EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.					
	4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding.					
GRADE LEVEL	4.B. 110.36.c. 4.F.						

GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.					
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.					
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.					
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.36.c	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:					
GRADE LEVEL	110.36.c	Analyze characteristics and structural elements of informational texts such as:					
EXPECTATION	.7.D.	Analyze characteristics and structural elements of informational texts such as:					
EXPECTATION	. 7.D. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.					
INDICATOR	.7.D. 110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.					
INDICATOR INDICATOR	.7.D. 110.36.c. 7.D.i. 110.36.c. 7.D.ii.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis.					
INDICATOR INDICATOR TEKS STUDENT	.7.D. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36. 110.36.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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					
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	.7.D. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 110.36.c. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:					
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.7.D. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.E. 110.36.c. 110.36.c. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Analyze characteristics of multimodal and digital texts.					
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.7.D. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 7.F.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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					

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:					
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.					
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.					
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.					
TEKS STUDENT EXPECTATION	110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
STUDENT	110.36.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:					
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.36.c .9. 110.36.c .9.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.					
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.36.c. .9. 110.36.c. .9.D. 110.36.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization.					
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.36.c. .9. 110.36.c. .9.D.i. 110.36.c. 9.D.iv.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.					
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR	110.36.c. 9. 110.36.c. 9.D.i. 110.36.c. 9.D.iv. 110.36.c. 9.D.v. 110.36.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.					
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR INDICATOR	110.36.c. 9.D.i. 110.36.c. 9.D.iv. 110.36.c. 9.D.iv. 110.36.c. 9.D.v. 110.36.c. 110.36.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling.					

TEKS	110.36	English Language	Arts and Reading.	Fnalish L	(One Credit), Adopted 2017.
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STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .11.G.	Examine sources for:
INDICATOR	110.36.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.36.c. 11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS	110.37.	Zingilon Zangaago / ato ana roading, Zingilon ii (Ono Oroait), / aoptou 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION		Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.

INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c	Examine sources for:
INDICATOR	110.37.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			
STUDENT EXPECTATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:			
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:			
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.			
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:			
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.			
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:			
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.			
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.			
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:			
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.			
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:			
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:			
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.			
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.			
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.			

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:				
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.				
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	dit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.				
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.				
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.				
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:				
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.				
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.				
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.				
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	ocate relevant sources.				
GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.				
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.				
STUDENT EXPECTATION	110.38.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:				
GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:				
INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.				
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.				
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.				
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:				
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.				

GRADE LEVEL EXPECTATION 110.38. Use an appropriate mode of delivery, whether written, oral, or multimodal, to prosent results. 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking using multiple texts. The student are septicled to self-select extent and independently for a sustained period of time. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT TEKS 110.39. Comprehension skills: Sistening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION 4.0. Comprehension skills: Sistening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL EXPECTATION 4.1. Using the inferences and use evidence to support understanding to deepen understanding and gain information. GRADE LEVEL EXPECTATION 4.1. Using the inferences and use evidence to support understanding. GRADE LEVEL EXPECTATION 4.1. Using the inferences and use evidence to support understanding. GRADE LEVEL EXPECTATION 4.1. Using the inferences and use evidence to support understanding. GRADE LEVEL EXPECTATION 5.0. Momittor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. GRADE LEVEL EXPECTATION 5.0. Replish Language Arts and Reading, Fenglish IV (One Credit), Adopted 2017. GRADE LEVEL EXPECTATION 5.0. Vivil engage Arts and Reading, Fenglish IV (One Credit), Adopted 2017. GRADE LEVEL EXPECTATION 5.0. Paraphrase and summa								
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STUDENT EXPECTATION 1.5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL EXPECTATION 5.B. Write responses that demonstrate analysis of texts, including comparing texts within and across genres. 5.B. Write responses that demonstrate analysis of texts, including comparing texts within and across genres. 5.B. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. 5.E.								
FEXPECTATION Solution is expected to: 110.39.c. Describe personal connections to a variety of sources, including self-selected texts.	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
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EXPECTATION 5.E.			Paraphrase and summarize texts in ways that maintain meaning and logical order.					
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.					
	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.					
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.					
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.					
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.					
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.					
GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.					
GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.39.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION	110.39.c .11.G.	Examine sources for:					
INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.					
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.					
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.					
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.					

TEKS	110.46.	Independent Study in English (One-Half to One Credit).

STUDENT EXPECTATION	110.46. b.1.	e student inquires through reading literature and researching self-selected and assigned topics. e student is expected to:		
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.		
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.		
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.		

TEKS 110.46. Independent Study in English (One-Half to One Credit).

STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
GRADE LEVEL EXPECTATION	Expand vocabulary by reading, viewing, listening, and discussing.	

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL	110.47.h	Read for enjoyment.

GRADE LEVEL 110.47.b. Read for enjoyment. EXPECTATION 3.E.

TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	

TEKS

110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
STUDENT	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The
STUDENT EXPECTATION	110.47. b.6. 110.47.b. 6.A.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47.b.6. 110.47.b.6.A.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.6.A. 110.47.b.6.A. 110.47.b.110.47.b.110.47.b.110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b.6.A. 110.47.b.6.A. 110.47.b.6.C. 110.47.b.6.C.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b.6.A. 110.47.b.6.A. 110.47.b.6.C. 110.47. 110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.6.A. 110.47.b.6.A. 110.47.b.6.C. 110.47. 110.47. 110.47. 110.47. 110.47.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time.

STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).

CTUDENT	110.50.	The student analyzes the influence of media. The student is expected to:
STUDENT EXPECTATION		The student analyzes the initiative of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
	110.51.b.	Link related information and ideas from a variety of sources.
GRADE LEVEL EXPECTATION	5.B.	
		Creative Writing (One-Half to One Credit).
EXPECTATION	5.B. 110.52. 110.52.	Creative Writing (One-Half to One Credit). The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
TEKS STUDENT	5.B. 110.52. 110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The
TEKS STUDENT EXPECTATION GRADE LEVEL	5.B. 110.52. 110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	5.B. 110.52. 110.52. b.1. 110.52.b. 1.A. 110.52.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Write expressive, informative, and persuasive literary texts effectively.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	5.B. 110.52. 110.52. b.1. 110.52.b. 1.A. 110.52. 120.52.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Write expressive, informative, and persuasive literary texts effectively. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	5.B. 110.52. 110.52.b. 110.52.b. 1.A. 110.52. 110.52. 2.A.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: Write expressive, informative, and persuasive literary texts effectively. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.

GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using availatechnology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreeme and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CM
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL	110.54.b.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.

GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
GRADE LEVEL		
EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
GRADE LEVEL EXPECTATION	5.G.	Analyze how an author's use of language creates imagery and mood. Analyze insights gained from text to text, text to self, and text to world.
GRADE LEVEL	5.G. 110.54.b.	
GRADE LEVEL EXPECTATION	5.G. 110.54.b. 5.H. 110.61.	Analyze insights gained from text to text, text to self, and text to world.
GRADE LEVEL EXPECTATION TEKS STUDENT	5.G. 110.54.b. 5.H. 110.61. 110.61. b.2.	Analyze insights gained from text to text, text to self, and text to world. Independent Study in Speech (One-Half to One Credit). Research. The student conducts research to support and develop the approved project. The student
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	5.G. 110.54.b. 5.H. 110.61. 110.61. 110.61.b.	Analyze insights gained from text to text, text to self, and text to world. Independent Study in Speech (One-Half to One Credit). Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	5.G. 110.54.b. 5.H. 110.61. 110.61. b.2. 110.63.	Analyze insights gained from text to text, text to self, and text to world. Independent Study in Speech (One-Half to One Credit). Research. The student conducts research to support and develop the approved project. The student is expected to: Locate and gather information from a variety of primary and secondary sources, including electronic technology.

GRADE LEVEL 110.63.b. Link related information and ideas from a variety of sources.

EXPECTATION 1.E.

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR 110.37.c. A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. 9.D.i.

INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
		Publish written work for appropriate audiences. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
EXPECTATION	9.E. 110.39.	

GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.D.	Organize and record new information in systematic ways such as outlines, charts, and graphic organizers.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.E.	Create graphic organizers to represent textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.

TEKS 110.50.	Contemporary Media (One Credit).
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TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.

GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
TEKS STUDENT EXPECTATION	110.53.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to:
STUDENT	110.53. b.1.	
STUDENT EXPECTATION	110.53. b.1. 110.53.b. 1.A.	The student writes for a variety of purposes and audiences. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b.1. 110.53.b.1.A. 110.53.b.1.B.	The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 110.53.b. 1.A. 110.53.b. 1.B.	The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 110.53.b. 1.A. 110.53.b. 1.B. 110.53.b. 1.C. 110.53.	The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b. 1.0.53.b.	The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose. Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.53.b. 1.0.53.b.	The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose. Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.	
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.	
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.	
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.	
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:	
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.	
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.	
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.	
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern anguage Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.	
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.	
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.	
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.	

GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL	110.00 -	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.

INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
INDICATOR	9.D.vi.	Correct spelling. English Language Arts and Reading, English II (One Credit), Adopted 2017.
	9.D.vi. 110.37. 110.37.c	
TEKS	9.D.vi. 110.37. 110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
TEKS STUDENT EXPECTATION GRADE LEVEL	9.D.vi. 110.37. 110.37.c .9.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.D.vi. 110.37. 110.37.c .9. 110.37.c 110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.D.vi. 110.37. 110.37.c .9. 110.37.c 110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	9.D.vi. 110.37.c 110.37.c 9.E 110.37.c 110.37.c 110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.D.vi. 110.37.c 110.37.c .9. 110.37.c 110.37.c 110.37.c .11.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Publish written work for appropriate audiences. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.38.c	English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT	110.38.c	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT EXPECTATION	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 110.38.c. 10.B. 110.38.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 110.38.c. 10.B. 110.38.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.38.c. 110.38.c. 10.38.c. 110.38.c. 110.38.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 10.38.c. 10.38.c. 110.38.c. 110.38.c. 111.38.c. 110.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.38.c. 110.38.c. 110.38.c. 110.38.c. 110.38.c. 111. 110.38.c. 11.H. 110.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEVS	110.47	Pooding L II III (One Helf to Three Credite)

TEKS

110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 9.D.	Organize and record new information in systematic ways such as outlines, charts, and graphic organizers.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 3.E.	reate graphic organizers to represent textual information.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.	
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).	
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.	
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, erpetuation of stereotypes, use of visual representations, special effects, and language.	
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).	
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:	
GRADE LEVEL			
EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.	
EXPECTATION	2.A. 110.50.	personalities, logical fallacies, and use of symbols.	
TEKS STUDENT	2.A. 110.50. 110.50. b.2.	personalities, logical fallacies, and use of symbols. Contemporary Media (One Credit).	
TEKS STUDENT EXPECTATION GRADE LEVEL	2.A. 110.50. 110.50. b.2. 110.50.b.	personalities, logical fallacies, and use of symbols. Contemporary Media (One Credit). The student recognizes the types and functions of mass media. The student is expected to: Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs,	
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	2.A. 110.50. 110.50.b.2. 110.50.b. 2.A.	Contemporary Media (One Credit). The student recognizes the types and functions of mass media. The student is expected to: Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.	
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	2.A. 110.50. 110.50. b.2. 110.50.b. 2.A. 110.50.b. 110.50.	Contemporary Media (One Credit). The student recognizes the types and functions of mass media. The student is expected to: Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education.	

TEKS	110.50.	Contemporary	Media	(One Credit)

STUDENT EXPECTATION	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	Evaluate standards for "quality programming".

TEKS 110.50. Contemporary Media (One Credit).

EXPECTATION 5.C.

EXPECTATION 5.A.

EXPECTATION 1.A.

STUDENT EXPECTATION		The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL	110 50 h	Plan organize produce and present media messages

TEKS 110.51. Literary Genres (One-Half to One Credit).

STUDENT EXPECTATION		The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL	110 51 h	Use writing to discover record review and learn

TEKS 110.52. Creative Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL	110.52.b.	Write expressive, informative, and persuasive literary texts effectively.

TEKS 110.52. Creative Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.

TEKS 110.52. Creative Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:

GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.A.	Employ written conventions appropriately such as capitalizing and punctuating for various forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54.	Practical Writing Skills (One-Half to One Credit). The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
STUDENT	110.54. b.2. 110.54.b.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing.
STUDENT EXPECTATION	110.54. b.2. 110.54.b. 2.A.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.54.b.2. 110.54.b.2.A. 110.54.b.2.B.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.54.b. 2.A. 110.54.b. 2.B. 110.54.b. 2.E.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 2.A. 110.54.b. 2.B. 110.54.b. 2.E. 110.54.b. 2.F.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Revise drafts by rethinking content, organization, and style to better accomplish the task. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 2.A. 110.54.b. 2.B. 110.54.b. 2.E. 110.54.b. 2.F.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. Apply prewriting strategies to generate ideas and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Revise drafts by rethinking content, organization, and style to better accomplish the task. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 2.A. 110.54.b. 2.B. 110.54.b. 2.E. 110.54.b. 2.F. 110.54.b. 110.54.b.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Revise drafts by rethinking content, organization, and style to better accomplish the task. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. Use available technology for creating, revising, editing, and publishing texts.

TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110 36 c	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.

INDICATOR 110.36.c. A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. 9.D.i.

GRADE LEVEL EXPECTATION 210.37.c. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL EXPECTATION 4.F. Make inferences and use evidence to support understanding. 4.F. GRADE LEVEL EXPECTATION 4.F. Evaluate details read to determine key ideas. EXPECTATION 4.G. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37.c English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student			
NDICATOR 110.36. Correct spelling. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36. Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: FEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. Evaluate details read to determine key Ideas. EXPECTATION 4. Evaluate details read to determine key Ideas. EXPECTATION 4. Evaluate details read to determine key Ideas. EXPECTATION 4. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. Evaluate details read to determine key Ideas. EXPECTATION 4. Evaluate details read to determine key Ideas. EXPECTATION 5. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37.	INDICATOR		Correct capitalization.
TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 19.8. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36.c. Publish writen work for appropriate audiences. STUDENT 10.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 20.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 3. STUDENT 3. Sustained reading, The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of sine. STUDENT 20.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 20.37. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: text and read independently for a sustained period of sine. STUDENT 20.37. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: text. The student is expected to: text. The student is expected to: text. The student is expected to: september and deepen comprehension of increasingly complex text. The student is expected to: september 20.37. Make inferences and use evidence to support understanding. GRADE LEVEL 110.37.c. Evaluate details read to determine key ideas. GRADE LEVEL 110.37.c. Make inferences and use evidence to support understanding. September 20.37. Make inferences and use evidence to support understanding. September 20.37. September 20.37. Make inferences and use evidence to support understanding using background knowledge, asking questions, and annotating when understanding breaks down. STUDENT 20.37. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds	INDICATOR		Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
STUDENT EXPECTATION 3.0. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.36. Publish written work for appropriate audiences. EXPECTATION 9.E TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 10.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 2.10.37. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL 110.37. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4.F. GRADE LEVEL 110.37.c. Evaluate details read to determine key ideas. EXPECTATION 4.F. Anonitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 2.10.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. Interact with sources in meaningful ways such as notetaking, annotating, freeworting, or illustrating.	INDICATOR		Correct spelling.
EXPECTATION 9. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 10.36. Publish written work for appropriate audiences. FIEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 110.37. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of sine. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 4. Student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL 110.37.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. Make inferences and use evidence to support understanding. EXPECTATION 4. Evaluate details read to determine key ideas. EXPECTATION 4. Evaluate details read to determine key ideas. EXPECTATION 4. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 10.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 10.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 25. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5. Interact with sources in meaninglish ways such as notestaking, annotating, feewriting, or illustrating.	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 10.37. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade—appropriate lexis independently. The student is expected to self-select lexis and read independently for a sustained period of time. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 4. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 10.37.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. Expectation 5. Expectation 5. Expectation 5. Expectation 5. Expectation 5. Expectation 6. Expectation 6. Expectation 6. Expectation 6. Expectation 7. Expectation 7. Expectation 8. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 10.37.c. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 2. Expectation 5. Expectation 5. Expectation 6. Expectation 6. Expectation 6. Expectation 7. Expectation 7. Expectation 7. Expectation 8. Expec			The student uses the writing process recursively to compose multiple texts that are legible and use
STUDENT 110.37c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 110.37.c. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 210.37.c. Make inferences and use evidence to support understanding. GRADE LEVEL 210.37.c. Evaluate details read to determine key ideas. GRADE LEVEL 210.37.c. Admitted to the student details read to determine key ideas. Admitted to the student is expected to: STUDENT 210.37.c. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 210.37.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 210.37.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5. A. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order.			Publish written work for appropriate audiences.
EXPECTATION 3. sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL EXPECTATION 4. Make inferences and use evidence to support understanding. GRADE LEVEL EXPECTATION 4. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT EXPECTATION 5. Interact with sources in meaningful ways such as notativing, annotating, freewriting, or illustrating.	TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION 110.37.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION 4.A. Make inferences and use evidence to support understanding. GRADE LEVEL EXPECTATION 4.F. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas. 4.G. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 110.37.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. 5.A. GRADE LEVEL EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION 4.A. GRADE LEVEL 110.37.c.	TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
EXPECTATION 4A. GRADE LEVEL 110.37.c. 4F. GRADE LEVEL 210.37.c. Evaluate details read to determine key ideas. 4.G. GRADE LEVEL 210.37.c. Evaluate details read to determine key ideas. 4.G. GRADE LEVEL 310.37.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT 25. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.0. Paraphrase and summarize texts in ways that maintain meaning and logical order. S.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
EXPECTATION 4.F. GRADE LEVEL 2. 110.37.c. Evaluate details read to determine key ideas. GRADE LEVEL 4.G. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT 2.0. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT 2.0. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			Establish purpose for reading assigned and self-selected texts.
EXPECTATION 4.G. GRADE LEVEL 110.37.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 110.37.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL EXPECTATION 5.D. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. GRADE LEVEL 110.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			Make inferences and use evidence to support understanding.
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017. STUDENT EXPECTATION 1.5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. SA. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. S.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			Evaluate details read to determine key ideas.
STUDENT EXPECTATION 110.37.c SResponse skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. 5.A. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			
FADE LEVEL 110.37.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 5.A. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
GRADE LEVEL 110.37.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. GRADE LEVEL 110.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL 110.37.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			Describe personal connections to a variety of sources, including self-selected texts.
			Paraphrase and summarize texts in ways that maintain meaning and logical order.
			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.D.	Analyze how the author's use of language informs and shapes the perception of readers.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INIDICATOR	110.27.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.i.	osing an organizing structure appropriate to purpose, addience, topic, and context.
INDICATOR		Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
	9.B.i. 110.37.c. 9.B.ii.	
INDICATOR	9.B.i. 110.37.c. 9.B.ii. 110.37.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
INDICATOR TEKS STUDENT	9.B.i. 110.37.c. 9.B.ii. 110.37.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	9.B.i. 110.37.c. 9.B.ii. 110.37.c. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.B.i. 110.37.c. 9.B.ii. 110.37.c. 110.37.c. 9.C. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017.
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.B.i. 110.37.c. 9.B.ii. 110.37.c. 110.37.c. 9.C. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	9.B.i. 110.37.c. 9.B.ii. 110.37.c. 9.C. 110.37.c. 9.C. 110.37.c. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comple texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.

GRADE LEVEL EXPECTATION 6.C. Circle and evaluate how complex pict structures such as subplots continue to and advance the action. 6.C. Circle and evaluate how complex pict structures such as subplots continue to and advance the action. 6.C. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDERT EXPECTATION 7. Substituting speaking, reading, writing, and thinking using multiple texts—perces. The substituting speaking reading, writing, and thinking using multiple texts. The student is expected to: CRADE LEVEL EXPECTATION 7. C. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDERT EXPECTATION 8. Author's purpose and carts its ening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL EXPECTATION 8. Evaluate use of lext structure to achieve the author's choices and how they influence and communication to develop his or her own products and performances. The student is expected to: GRADE LEVEL EXPECTATION 8. Evaluate use of lext structure to achieve the author's purpose. CHADE LEVEL EXPECTATION 8.D. Crisque and evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 8.D. Crisque and evaluate how the author's use of language informs and shapes the perception of readers. EXPECTATION 9. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. Composition listening, speaking, reading, writing, and thinking using multiple texts—writing process. FARSE 110.39. Composition in the image propriate to purpose, audience, topic, and context BERECTATION 9. Using strategic organizational structured, and coherent piece of writing in timed and open-ended propriate conventions. The student is expected to: BERECTATION 9. Composition listening, speaking, reading, writing, and thinking using multiple texts—writing process. FARSE 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. E			
STUDENT EXPECTATION 7. Analyze and evaluate how the relationships among the dramasc elements advance the plot. FERS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The STUDENT Listening within a variety of texts. The student analyzes and applies author's craft purposefully in orde to develop his or her own products and performances. The student is expected to: GRADE LEVEL 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 8. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 9. Critique and evaluate how the author's use of language informs and shapes the perception of readers. STUDENT EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: GRADE LEVEL 110.39. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, 9.8 INDICATOR 110.39. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, 9.8 EXPECTATION 9. Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: STUDENT 10.39. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, 9.8 STUDENT 20.39.			Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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EXPECTATION 9.E.			Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.			Publish written work for appropriate audiences.
	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:

GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
STUDENT	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The
STUDENT EXPECTATION	110.47. b.7. 110.47.b. 7.A.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47. b.7. 110.47.b. 7.A. 110.47.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time.
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STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47. b.7. 110.47.b. 7.A. 110.47. b.8.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time. Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47. b.7. 110.47.b. 7.A. 110.47. b.8. 110.47.b. 8.D. 110.48.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time. Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.47. b.7. 110.47.b. 7.A. 110.47. b.8. 110.47.b. 8.D. 110.48. b.1.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time. Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.7.A. 110.47.b.110.47.b.8. 110.47.b.8. 110.47.b.8. 110.48.b.1.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: Read silently or orally such as paired reading or literature circles for sustained periods of time. Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,

STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL	110.49.b.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.

EXPECTATION 1.B.

GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).

GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
TEKS STUDENT EXPECTATION	110.51.	Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to:
STUDENT	110.51. b.3. 110.51.b.	
STUDENT EXPECTATION	110.51. b.3. 110.51.b. 3.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51.b. 3.A. 110.51.b. 3.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51.b. 3.A. 110.51.b. 3.B.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Describe how a writer's point of view may affect text credibility, structure, or tone.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51.b. 3.A. 110.51.b. 3.B. 110.51.b. 3.C. 110.51.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Describe how a writer's point of view may affect text credibility, structure, or tone. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.51.b. 3.A. 110.51.b. 3.B. 110.51.b. 3.C. 110.51.b. 3.C.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Describe how a writer's point of view may affect text credibility, structure, or tone. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.51.b. 3.A. 110.51.b. 3.B. 110.51.b. 3.C. 110.51. 110.51. 110.51. 110.51. 110.51.b.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Describe how a writer's point of view may affect text credibility, structure, or tone. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.51.b. 3.A. 110.51.b. 3.B. 110.51.b. 3.C. 110.51. 110.51. b.5. 110.51. b.5.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Describe how a writer's point of view may affect text credibility, structure, or tone. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is expected to: Use writing to discover, record, review, and learn.

GRADE LEVEL 110.52.b. Employ various points of view to communicate effectively.

EXPECTATION 1.D.

GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b.	Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various
EXI LOTATION	4.A.	points of view, literary devices, and figurative language.
TEKS		
	4.A. 110.53.	points of view, literary devices, and figurative language.
TEKS	4.A. 110.53. 110.53. b.1.	points of view, literary devices, and figurative language. Research and Technical Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

EXPECTATION 3		text and read independently for a sustained period of time.
	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select tout and read independently for a questioned partial of time.
TEKS 1	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182
	110.62.b. 3.J.	Rewrite copy.
STUDENT EXPECTATION B	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
TEKS 1	110.62.	Journalism (One-Half to One Credit).
	110.54.b. 3.C.	Practice effective, efficient note taking.
STUDENT EXPECTATION b	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
TEKS 1	110.54.	Practical Writing Skills (One-Half to One Credit).
	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		
	.4.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	.4. 110.37.c. 4.A.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
	110.37.c. 4.A.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
EXPECTATION GRADE LEVEL	110.37.c. 4.A. 110.37.c. 4.B.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION GRADE LEVEL	110.37.c. 4.A. 110.37.c. 4.B. 110.37.c. 4.F.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.37.c. 4.A. 110.37.c. 4.B. 110.37.c. 4.F.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
	.4.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
GRADE LEVEL	.4. 110.38.c. 4.A.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	.4. 110.38.c. 4.A. 110.38.c. 4.B.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.4. 110.38.c. 4.A. 110.38.c. 4.B. 110.38.c. 4.F.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.4. 110.38.c. 4.A. 110.38.c. 4.B. 110.38.c. 4.F. 110.38.c.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.4. 110.38.c. 4.A. 110.38.c. 4.B. 110.38.c. 4.F. 110.38.c. 4.G.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.4. 110.38.c. 4.A. 110.38.c. 4.B. 110.38.c. 4.F. 110.38.c. 4.I. 110.38.c. 110.38.c.	student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECT ATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
	.8.	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
GRADE LEVEL	.8. 110.38.c. 8.B.	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:
GRADE LEVEL EXPECTATION GRADE LEVEL	.8. 110.38.c. 8.B.	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: Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 110.38.c. 110.38.c.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9. 110.38.c. 110.38.c. 9.A.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9. 110.38.c. 9.A. 110.38.c. 9.A.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 20:	17.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:

110.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

GRADE LEVEL 110 EXPECTATION 7.F.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 9 - Adopted: 2011

TEKS 110.46. Independent Study in English (One-Half to One Credit).

STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.

TEKS 110.46. Independent Study in English (One-Half to One Credit).

STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
GRADE LEVEL EXPECTATION	110.46.b. 2.B.	Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.

GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	pply knowledge of letter-sound correspondences, language structure, and context to recognize words.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.	
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.	
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.	
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.	
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.	
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:	

GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	lentify and analyze the audience, purpose, and message of the text.	
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.	
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).	
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:	
		Generate relevant and interesting questions.	
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.	
	9.A.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.	
GRADE LEVEL	9.A. 110.47.b.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect,	
GRADE LEVEL EXPECTATION	9.A. 110.47.b. 9.C. 110.48.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.	
GRADE LEVEL EXPECTATION TEKS STUDENT	9.A. 110.47.b. 9.C. 110.48. 110.48. b.1.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student	
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	9.A. 110.47.b. 9.C. 110.48. 110.48. b.1. 110.48.b. 1.A.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,	
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	9.A. 110.47.b. 9.C. 110.48. 110.48.b. 1.A.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and	
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	9.A. 110.47.b. 9.C. 110.48. 110.48.b. 1.A. 110.48.b. 1.B. 110.48.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.	

GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.	
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, nomonyms, and technical vocabulary.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.	
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.	
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.	
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).	
TEKS STUDENT EXPECTATION	110.48.	College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to:	
STUDENT	110.48. b.5.		
STUDENT EXPECTATION	110.48. b.5. 110.48.b. 5.A.	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.48. b.5. 110.48.b. 5.A.	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b.5.A. 110.48.b.5.B. 110.48.b.10.48.b.10.48.	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.48.b.5. 110.48.b.5.A. 110.48.b.5.B. 110.48. 110.48.	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit).	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.48.b.5.A. 110.48.b.5.B. 110.48.b.10.48.b	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.48.b.5.A. 110.48.b.5.A. 110.48.b.5.B. 110.48.b.6.C. 110.49.	The student uses study strategies to learn from a variety of texts. The student is expected to: Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to: Evaluate personal responses to reading for evidence of growth.	

GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.	
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).	
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:	
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.	
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilitie	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".	
TEKS	110.50.	Contemporary Media (One Credit).	
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:	
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.	
TEKS	110.51.	Literary Genres (One-Half to One Credit).	
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:	
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.	
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	

TEKS	110.51.	Literary Genres (One-Half to One Credit).	
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:	
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.	
TEKS	110.52.	Creative Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.52. b.1.	he student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:	
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.	
TEKS	110.52.	Creative Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.	
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.	
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.	
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.	
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.	
TEKS	110.52.	Creative Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:	
GRADE LEVEL EXPECTATION		Use correct capitalization and punctuation.	
	3.A.		
GRADE LEVEL EXPECTATION		Spell with accuracy in the final draft.	
	110.52.b. 3.B.	Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.	
EXPECTATION GRADE LEVEL	110.52.b. 3.B.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,	
GRADE LEVEL EXPECTATION	110.52.b. 3.B. 110.52.b. 3.C. 110.53.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.	

GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.			
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.			
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).			
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:			
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.			
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	mploy precise language and technical vocabulary to communicate ideas clearly and concisely.			
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.			
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.			
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.			
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.			
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.			
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).			
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:			
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.			
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).			
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:			
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.			
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.			
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.			

GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.	
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.	
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.	
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.	
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.	
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.	
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.	
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	dentify explicit and implicit textual information, including main ideas and author's purpose.	

GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.	
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.	
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).	
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:	
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.	
GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.	
GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.	
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194	
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
TEKS STUDENT EXPECTATION	110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
STUDENT	110.36.c .4.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex	
STUDENT EXPECTATION	110.36.c . 4 . 110.36.c. 4.A.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. .4. 110.36.c. 4.A. 110.36.c. 4.B.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. .4. 110.36.c. 4.A. 110.36.c. 4.B.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.36.c. 4.A. 110.36.c. 4.B. 110.36.c. 4.F. 110.36.c. 4.G.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding.	

TEKS	110.36.	English Language	Arts and Reading.	English I (One	e Credit). Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.	
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.	
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:	
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.	
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:	
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:	
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	

STUDENT 110.36.c Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:	
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.	
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.	
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.	
		Publish written work for appropriate audiences. English Language Arts and Reading, English I (One Credit), Adopted 2017.	

GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.36.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .11.G.	Examine sources for:
INDICATOR	110.36.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.36.c. 11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
	.9.B.	
EXPECTATION	.9.B. 110.37.c.	situations by:
INDICATOR	.9.B. 110.37.c. 9.B.ii. 110.37.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
INDICATOR TEKS STUDENT	.9.B. 110.37.c. 9.B.ii. 110.37.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	.9.B. 110.37.c. 9.B.ii. 110.37.c 110.37.c 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.9.B. 110.37.c. 9.B.ii. 110.37.c. 110.37.c. 9. 110.37.c. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.9.B. 110.37.c. 9.B.ii. 110.37.c. 110.37.c. 9. 110.37.c. 110.37.c.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.9.B. 110.37.c. 9.B.ii. 110.37.c. 9.C. 110.37.c. 9.C. 110.37.c. 110.37.c. 9.C.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL		
EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	11.A.	Develop questions for formal and informal inquiry. Develop and revise a plan.
GRADE LEVEL	11.A. 110.37.c. 11.C.	
GRADE LEVEL EXPECTATION GRADE LEVEL	11.A. 110.37.c. 11.C. 110.37.c. 11.D.	Develop and revise a plan.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	11.A. 110.37.c. 11.C. 110.37.c. 11.D.	Develop and revise a plan. Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	11.A. 110.37.c. 11.D. 110.37.c. 11.B. 110.37.c. 11.E.	Develop and revise a plan. Modify the major research question as necessary to refocus the research plan. Locate relevant sources.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	11.A. 110.37.c. 11.D. 110.37.c. 11.B. 110.37.c. 11.E.	Develop and revise a plan. Modify the major research question as necessary to refocus the research plan. Locate relevant sources. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoic plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The stude is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
		Write responses that demonstrate analysis of texts, including comparing texts within and across genres.

GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECT ATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS		
TENS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c	English Language Arts and Reading, English III (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
STUDENT	110.38.c .8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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
STUDENT EXPECTATION	110.38.c .8. 110.38.c. 8.B.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.38.c. 110.38.c. 8.B.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 8.B. 110.38.c. 8.D. 110.38.c.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 8.B. 110.38.c. 8.D. 110.38.c.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9.A. 110.38.c.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION TEKS	110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9. 110.38.c. 9.A. 110.38.c. 9.A.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
ГЕКЅ	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
ΓEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:

INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoi plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comp texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The studis expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
GRADE LEVEL EXPECTATION	110.46.b. 2.B.	Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47.	The student comprehends texts using effective strategies. The student is expected to:
LAFECTATION	b.4.	
GRADE LEVEL EXPECTATION		Determine and adjust purpose for reading.
GRADE LEVEL	110.47.b. 4.B.	Determine and adjust purpose for reading. Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 4.B. 110.47.b. 4.D.	
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47.b. 4.B. 110.47.b. 4.D. 110.47.b. 4.F.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47.b. 4.B. 110.47.b. 4.D. 110.47.b. 4.F.	Summarize texts by identifying main ideas and relevant details. Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 4.B. 110.47.b. 4.D. 110.47.b. 4.F. 110.47.b. 110.47.	Summarize texts by identifying main ideas and relevant details. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. Use questioning to enhance comprehension before, during, and after reading.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION FEKS STUDENT	110.47.b. 4.B. 110.47.b. 4.D. 110.47.b. 4.F. 110.47.b. 110.47.b. 110.47.b.	Summarize texts by identifying main ideas and relevant details. Use study skills such as previewing, highlighting, annotating, note taking, and outlining. Use questioning to enhance comprehension before, during, and after reading. Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts

EXPECTATION 5.B.

TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
	b.9.	The student reads and responds to informational texts. The student is expected to: Generate relevant and interesting questions.
GRADE LEVEL	b.9. 110.47.b. 9.A.	
GRADE LEVEL EXPECTATION GRADE LEVEL	b.9. 110.47.b. 9.A.	Generate relevant and interesting questions. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.9. 110.47.b. 9.A. 110.47.b. 9.C. 110.48.	Generate relevant and interesting questions. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	b.9. 110.47.b. 9.A. 110.47.b. 9.C. 110.48. b.1.	Generate relevant and interesting questions. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b. 9.A. 110.47.b. 9.C. 110.48. b.1. 110.48.b.	Generate relevant and interesting questions. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 9.A. 110.47.b. 9.C. 110.48. 1.10.48.b. 1.A.	Generate relevant and interesting questions. Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and

 $110.48.b. \ \ \text{Expand vocabulary through wide reading, viewing, listening, and discussion.}$

GRADE LEVEL

EXPECTATION 2.A.

GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.

GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
GRADE LEVEL EXPECTATION	110.51.b. 5.B.	Link related information and ideas from a variety of sources.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:

GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:

GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEV0		
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54.	Practical Writing Skills (One-Half to One Credit). The student reads and writes for a variety of audiences and purposes. The student is expected to:
STUDENT	110.54. b.3.	
STUDENT EXPECTATION GRADE LEVEL	110.54. b.3. 110.54.b. 3.A.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.54.b. 3.A. 110.54.b. 3.B.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Read a variety of informational text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 3.A. 110.54.b. 3.B.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Read a variety of informational text. Write informational text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Read a variety of informational text. Write informational text. Practice effective, efficient note taking.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54.b. 3.C.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Read a variety of informational text. Write informational text. Practice effective, efficient note taking. Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54.b. 3.C. 110.54.b. 5.B.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Read a variety of informational text. Write informational text. Practice effective, efficient note taking. Practical Writing Skills (One-Half to One Credit). The student analyzes informational text. The student is expected to:

GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.
GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.
GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 9 - Adopted: 2017
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
		Evaluate dataile road to determine law ideas
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
	4.G.	Synthesize information from two texts to create new understanding.

GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR		
	7.D.i. 110.36.c.	
INDICATOR	7.D.i. 110.36.c. 7.D.ii. 110.36.	Multiple organizational patterns within a text to develop the thesis.
INDICATOR TEKS STUDENT	7.D.i. 110.36.c. 7.D.ii. 110.36. 110.36.c.	Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	7.D.i. 110.36.c. 7.D.ii. 110.36.c. 110.36.c. 110.36.c.	Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	7.D.i. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 110.36.c. 110.36.c.	Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Analyze characteristics of multimodal and digital texts.
INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	7.D.i. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 1.0.36.c. 7.F.	Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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

STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.36.c	
STUDENT	110.36.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.36.c .9. 110.36.c .9.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.36.c. .9. 110.36.c. .9.D. 110.36.c. 9.D.i.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.36.c. 9. 110.36.c. 9.D.i. 110.36.c. 9.D.iv.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR	110.36.c. 9	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR INDICATOR	110.36.c. 9.D.i. 110.36.c. 9.D.iv. 110.36.c. 9.D.iv. 110.36.c. 9.D.v. 110.36.c. 110.36.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. Correct spelling.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.36.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .11.G.	Examine sources for:
INDICATOR	110.36.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.36.c. 11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL	110.36.c.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

EXPECTATION 11.I.

STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:

INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .11.G.	Examine sources for:
INDICATOR	110.37.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
EKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
ΓEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL	110.38.c.	Modify the major research question as necessary to refocus the research plan.

EXPECTATION 11.D.

GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:
INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL	110.00 -	Synthesize information from a variety of text types to create new understanding.

GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.

GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .11.G.	Examine sources for:
INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:

GRADE LEVEL EXPECTATION	110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
GRADE LEVEL EXPECTATION	110.46.b. 2.B.	Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill.
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.

GRADE LEVEL 110.47.b. Summarize texts by identifying main ideas and relevant details.

EXPECTATION 4.D.

GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.

STUDENT b.2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 110.48.b. Expand vocabulary through wide reading, viewing, listening, and discussion. GRADE LEVEL 110.48.b. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 2.A. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 5.A. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.F. Support complex inferences with text evidence and experience. EXPECTATION 5.A. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.A. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience.			
SRADE LEVEL 10.48. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Expect ATION 2A GRADE LEVEL 10.48. Described to: CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A College Readiness and Study Skills (One-Half Credit). STUDENT 2B. Described to: College Readiness and Study Skills (One-Half Credit). TEKS 10.48. College Readiness and Study Skills (One-Half Credit). CREADE LEVEL 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4A CREADE LEVEL 10.48. Analyze aspects of exits such as organizational paterns, dictor, format and tone for their effect on audiences. EXPECTATION 4A CREADE LEVEL 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Support complex inferences with text evidence and experience. EXPECTATION 5. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex i			
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STUDENT b.2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 2A. Dipand vocabulary through wide reading, viewing, listening, and discussion. EXPECTATION 2A. Dipand vocabulary through wide reading, viewing, listening, and discussion. EXPECTATION 2A. Discussion. EXPECTATION 2A. Discussion discussion. EXPECTATION 2A. Discussion discussion. EXPECTATION 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. Discussion discussion discussion discussion discussion. EXPECTATION 3A. Discussion discussion discussion discussion discussion discussion discussion discussion discussion. EXPECTATION 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. Discussion discussion. EXPECTATION 3A. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4D. Discussion discussion discussion discussion discussion. EXPECTATION 4D. Discussion discussion. EXPECTATION 4D. Discussion discus			
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GRADE LEVEL EXPECTATION 4.E. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. STUDENT 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL EXPECTATION 5.B. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Identify explicit and implicit textual information in text.
STUDENT EXPECTATION b.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:			Support complex inferences with text evidence and experience.
GRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL EXPECTATION 5.B. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
EXPECTATION 5.A. asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			The student uses study strategies to learn from a variety of texts. The student is expected to:
EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			
STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
			The student expresses and supports responses to various types of texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
GRADE LEVEL EXPECTATION	110.51.b. 5.B.	Link related information and ideas from a variety of sources.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.

GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.

0.54.b. Analyze the audience and purpose of informational and persuasive text. 0.54.b. Analyze how an author's use of language creates imagery and mood. 0.54.b. Analyze insights gained from text to text, text to self, and text to world.	
0.54.b. Analyze insights gained from text to text, text to self, and text to world.	
0.61. Independent Study in Speech (One-Half to One Credit).	
0.61. Research. The student conducts research to support and develop is expected to:	the approved project. The student
0.61.b. Locate and gather information from a variety of primary and secondary sou	urces, including electronic technology.
0.61. Independent Study in Speech (One-Half to One Credit).	
0.61. Produce. The student produces the final product for the project.	The student is expected to:
0.61.b. Limit the chosen topic, purpose, and format for the presentation.	
0.61.b. Develop appropriate evaluation strategies for each aspect of the productio	on and presentation of the project.
0.61.b. Produce a written text of superior quality.	
	is expected to: 0.61.b. Locate and gather information from a variety of primary and secondary source. 1.61. Independent Study in Speech (One-Half to One Credit). 1.61. Produce. The student produces the final product for the project. 1.61.b. Limit the chosen topic, purpose, and format for the presentation. 1.61.b. Develop appropriate evaluation strategies for each aspect of the production.

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 9 - Adopted: 2017

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.

INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c	Examine sources for:
INDICATOR	110.36.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.36.c. 11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
		expected to.

INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .11.G.	Examine sources for:

INDICATOR	110.37.c. 11.G.i.	Credibility and bias, including omission.
INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
	.8.	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
GRADE LEVEL	.8. 110.38.c. 8.B.	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:
GRADE LEVEL EXPECTATION GRADE LEVEL	.8. 110.38.c. 8.B.	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: Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 110.38.c. 110.38.c.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9. 110.38.c. 110.38.c. 9.A.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	.8. 110.38.c. 8.B. 110.38.c. 8.D. 110.38.c. 9. 110.38.c. 9.A. 110.38.c. 9.A.	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: Evaluate use of text structure to achieve the author's purpose. Evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: 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. English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:
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INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL	110.39.c.	Paraphrase and summarize texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECT ATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .11.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .11.G.	Examine sources for:
INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Grade 9 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.A.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology.
GRADE LEVEL EXPECTATION		Conduct a research project(s), producing an original work in print or another medium with a demonstration of
	2.B.	advanced skill.
GRADE LEVEL EXPECTATION		advanced skill. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering,
GRADE LEVEL	110.46.b. 2.C. 110.46.b. 2.D.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw
GRADE LEVEL EXPECTATION GRADE LEVEL	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.E.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.E. 110.47.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.E. 110.47.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits).

110.47. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

STUDENT

EXPECTATION b.2.

GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.C.	Read using test-taking skills such as highlighting, annotating, previewing questions, noticing key words, employing process of elimination, allotting time, and following directions.
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
GRADE LEVEL EXPECTATION	110.47.b. 9.C.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.10.	The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 10.B.	Recognize literary themes and connections that cross cultures.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
		College Readiness and Study Skills (One-Half Credit).

STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.

TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.4.	The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 4.B.	Recognize and discuss themes and connections that cross cultures.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:

GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
GRADE LEVEL EXPECTATION	110.52.b. 3.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53.	The student writes for a variety of purposes and audiences. The student is expected to:
	D.1.	
GRADE LEVEL EXPECTATION		Write informative and persuasive texts, including essays, reports, and proposals.

GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
CDADE LEVE	110 53 h	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	4.A.	
	4.A.	Use correct spelling in the final draft.

GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.5.	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.

GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.3.	Produce. The student produces the final product for the project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.
GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.
GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.
		UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236
		Texas Essential Knowledge and Skills (TEKS) Language Arts
TEKS	110.36.	Grade 9 - Adopted: 2017 English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEVO	440.55	

110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

TEKS

STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.C.	Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.36.c. 8.E.	Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.
GRADE LEVEL EXPECTATION	110.36.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR 110.36.c. A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. 9.D.i.

INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.C.	Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.37.c. 8.E.	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.
GRADE LEVEL EXPECTATION	110.37.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.38.c. 8.F.	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL	110 20 0	
EXPECTATION	4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	4.G.	Evaluate details read to analyze key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
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GRADE LEVEL EXPECTATION	4.G. 110.39.c. 4.l. 110.39.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
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GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.

NDICATOR 110.39.c. Using strategic organizational structures appropriate to purpose, audience, topic, and contex 9.B.i.

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EKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 110.39.c. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: GRADE LEVEL 110.39.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. Grade 9 - Adopted: 2011 EKS 110.46. Independent Study in English (One-Half to One Credit). STUDENT EXPECTATION 5.1. The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: GRADE LEVEL 110.46.b. Read widely for further study. EXPECTATION 1.1. The student Study in English (One-Half to One Credit). STUDENT EXPECTATION 5.1. The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: GRADE LEVEL 110.46.b. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. GRADE LEVEL 110.46.b. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw	GRADE LEVEL EXPECTATION		Compose literary analysis using genre characteristics and craft.
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EXPECTATION 2.C. recording, reviewing, and learning. GRADE LEVEL 110.46.b. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw	STUDENT EXPECTATION		
	GRADE LEVEL EXPECTATION		
	GRADE LEVEL EXPECTATION		

GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:

GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.A.	Respond actively to texts in both aesthetic and critical ways.
GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
TEKS STUDENT EXPECTATION	110.48.	College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
STUDENT	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student
STUDENT EXPECTATION	110.48. b.1. 110.48.b. 1.A.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.48. b.1. 110.48.b. 1.A.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b.1. 110.48.b.1.A. 110.48.b.1.B.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.48.b.1. 110.48.b. 1.A. 110.48.b. 1.B. 110.48. 110.48.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. College Readiness and Study Skills (One-Half Credit). The student builds an extensive vocabulary through reading and systematic word study. The student is
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.48.b. 110.48.b. 1.A. 110.48.b. 1.B. 110.48. 110.48. b.2.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. College Readiness and Study Skills (One-Half Credit). The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b. 110.48.b. 1.A. 110.48.b. 110.48. 110.48. 110.48.b. 2.A. 110.48.b. 110.48.b.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. College Readiness and Study Skills (One-Half Credit). The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: Expand vocabulary through wide reading, viewing, listening, and discussion. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.

GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected t
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected t
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).

GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blog social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL	110.51.b.	Analyze relevance of setting and time frame to text's meaning.

GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.M.	Identify how authors create suspense.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.C.	Elaborate writing when appropriate such as using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning.
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
CDADELEVE	110 52 5	Change taning and forms to develop fluorey and vaice

GRADE LEVEL 110.52.b. Choose topics and forms to develop fluency and voice.

EXPECTATION 1.E.

GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.C.	Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
TEKS STUDENT EXPECTATION	110.52.	Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
STUDENT	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate
STUDENT EXPECTATION	110.52. b.3. 110.52.b. 3.A.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.52.b.3. 110.52.b.3.A. 110.52.b.3.A.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.52.b.3. 110.52.b.3.A. 110.52.b.3.B.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.52.b. 3.A. 110.52.b. 3.A. 110.52.b. 3.B. 110.52.b. 110.52.b.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.52.b. 3.A. 110.52.b. 3.B. 110.52.b. 3.C. 110.52.b. 110.52.b.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.52.b. 3.A. 110.52.b. 3.B. 110.52.b. 3.C. 110.52. 110.52. 110.52. 110.52.b.4.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. Creative Writing (One-Half to One Credit). The student evaluates his/her own writing and the writings of others. The student is expected to: Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.52.b. 3.A. 110.52.b. 3.B. 110.52.b. 3.C. 110.52.b. 4.A. 110.53.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. Creative Writing (One-Half to One Credit). The student evaluates his/her own writing and the writings of others. The student is expected to: Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.

TEKS	110.53.	Research and	Technical Writing	(One-Half to One Credit).

TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.

GRADE LEVEL 110.54.b. Use appropriate vocabulary. **EXPECTATION** Practical Writing Skills (One-Half to One Credit). **TFKS** 110.54. STUDENT 110.54. The student uses recursive writing processes as appropriate for self-initiated and assigned writing. EXPECTATION b.2. The student is expected to: **GRADE LEVEL** 110.54.b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. **EXPECTATION** 2.B. **GRADE LEVEL** 110.54.b. Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose. **EXPECTATION GRADE LEVEL** 110.54.b. Revise drafts by rethinking content, organization, and style to better accomplish the task. **EXPECTATION** GRADE LEVEL 110.54.b. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, EXPECTATION 2.F capitalization, and sentence structure in the final draft. 110.54.b. Use available technology for creating, revising, editing, and publishing texts. GRADE LEVEL **EXPECTATION** 2 H 110.54. Practical Writing Skills (One-Half to One Credit). **TEKS** STUDENT 110.54. The student reads and writes for a variety of audiences and purposes. The student is expected to: EXPECTATION b.3. **GRADE LEVEL** 110.54.b. Practice effective, efficient note taking **EXPECTATION** 3.C Oral Interpretation I, II, III (One to Three Credits). **TEKS** 110.59. STUDENT 110.59. Adaptation. The student adapts written text for individual or group performance based on appropriate EXPECTATION b.5. research and analysis. The student is expected to: GRADE LEVEL 110.59.b. Write appropriate introductions, transitions, and/or conclusions to supplement the text. **EXPECTATION** 5 D **TFKS** Journalism (One-Half to One Credit). 110.62. STUDENT 110.62. The student reports and writes for a variety of audiences and purposes and researches self-selected EXPECTATION b.3. topics to write journalistic texts. The student is expected to:

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 9 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

GRADE LEVEL

EXPECTATION

110.62.b. Rewrite copy.

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STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL	110.36.c.	Analyze how themes are developed through characterization and plot in a variety of literary texts.

EXPECTATION 6.A.

GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.36.c. 7.C.	Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.36.c. 8.E.	Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.
GRADE LEVEL EXPECTATION	110.36.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.37.c. 7.C.	Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

GRADE LEVEL EXPECTATION	110.37.c. 8.E.	Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.
GRADE LEVEL EXPECTATION	110.37.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	9.D.v.	
INDICATOR	9.D.v. 110.37.c. 9.D.vi.	appropriate.
INDICATOR	9.D.v. 110.37.c. 9.D.vi. 110.37.c	appropriate. Correct spelling.

TEVO	110.07	Facility I amount Auto and Booding Facility II (One Oradia) Adopted 2017
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL	110.38.c.	Discuss and write about the explicit and implicit meanings of text.

EXPECTATION 5.G.

GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.38.c. 8.F.	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. 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:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
STUDENT EXPECTATION	110.39.c .10. 110.39.c. 10.E.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.39.c. 110.39.c. 10.E. 110.39.c. 10.F.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 110.39.c. 10.E. 110.39.c. 110.39.c. 110.39.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.39.c. 110.39.c. 10.E. 110.39.c. 110.39.c. 110.39.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c. 110.39.c. 10.F. 110.39.c. 110.39.c. 110.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.39.c. 110.39.c. 10.F. 110.39.c. 110.39.c. 110.39.c. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 110.39.c. 10.E. 110.39.c. 10.F. 110.39.c. 110.39.c. 11.40.39.c. 11.40.39.c. 11.40.39.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. Compose rhetorical analysis using genre characteristics and craft. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. Grade 9 - Adopted: 2011

TEKS	110.46	Independent	Study in I	Fnalish (One-Half to (One Credit)
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STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	Expand vocabulary by reading, viewing, listening, and discussing.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION		The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.A.	Respond actively to texts in both aesthetic and critical ways.
GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.

GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected t
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION		The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:

GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.M.	Identify how authors create suspense.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
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TEKS	110.52.	Creative Writing (One-Half to One Credit).
	110.52. 110.52.	Creative Writing (One-Half to One Credit). The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:

GRADE LEVEL 110.52.b. Elaborate writing when appropriate such as using concrete images, figurative language, sensory observation,

dialogue, and other rhetorical devices to enhance meaning.

EXPECTATION 1.C.

GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.E.	Choose topics and forms to develop fluency and voice.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.C.	Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52.	Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
STUDENT	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate
STUDENT EXPECTATION	110.52. b.3. 110.52.b. 3.A.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.52.b.3. 110.52.b.3.A. 110.52.b.3.B.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.52.b. 3.A. 110.52.b. 3.B.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.52.b. 3.A. 110.52.b. 3.B. 110.52.b. 3.C. 110.52.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to: Use correct capitalization and punctuation. Spell with accuracy in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.

TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.1.	The student writes for a variety of purposes and audiences. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT		
EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	b.4.	
GRADE LEVEL	b.4. 110.53.b. 4.A.	expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 4.A. 110.53.b. 4.B.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C.	Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C.	Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts. Consistently use a documentation manual or form consistent with the student's field of study such as Modern
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C. 110.53.b. 4.E. 110.54.	Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts. Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.C.	Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.5.	Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 5.D.	Write appropriate introductions, transitions, and/or conclusions to supplement the text.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL	110.62.b.	Rewrite copy.

EXPECTATION 3.J.