

Structure and Style for Students

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

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

STUDENT EXPECTATION	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 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.I.	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 .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	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.
GRADE LEVEL EXPECTATION	110.36.c. 5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

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 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	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	110.36.c .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	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	110.36.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	110.36.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 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	110.36.c .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 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	110.36.c .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:
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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 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.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	110.36.c .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:
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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 .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:
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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 EXPECTATION	110.37.c.3.	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	110.37.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 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.I.	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.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	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.
GRADE LEVEL EXPECTATION	110.37.c.5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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 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	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.
7.D.i.

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 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:
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GRADE LEVEL EXPECTATION 110.37.c. Analyze characteristics of multimodal and digital texts.
7.F.

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

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION 110.37.c. Analyze use of text structure to achieve the author's purpose.
8.B.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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 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:
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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:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION 110.37.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.
9.C.

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 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	110.37.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	110.37.c .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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c.4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.38.c.5.H.	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

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

STUDENT EXPECTATION	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 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.I.	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	110.39.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 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.
GRADE LEVEL EXPECTATION	110.39.c. 5.H.	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.

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 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	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	110.39.c .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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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	110.39.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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.6.C.	Evaluate personal responses to reading for evidence of growth.
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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:
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GRADE LEVEL EXPECTATION	110.49.b.1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.50.b.2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.4.C.	Evaluate standards for "quality programming".
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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:
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GRADE LEVEL EXPECTATION	110.50.b.5.C.	Plan, organize, produce, and present media messages.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
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GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
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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:
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GRADE LEVEL EXPECTATION	110.57.b. 7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
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GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
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GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.
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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.
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GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
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GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
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GRADE LEVEL EXPECTATION	110.58.b. 1.I.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
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GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
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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:
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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.I.	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.

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

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

STUDENT EXPECTATION	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 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.I.	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.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	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.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.36.c.5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.36.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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INDICATOR	110.36.c.7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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 EXPECTATION	110.37.c. 3.	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	110.37.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 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.I.	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 .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	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.

GRADE LEVEL EXPECTATION	110.37.c.5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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 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	110.37.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	110.37.c .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:
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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	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:
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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 .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:
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c.4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.38.c.5.H.	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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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.**

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:
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GRADE LEVEL EXPECTATION 110.38.c. Evaluate use of text structure to achieve the author's purpose.
8.B.

GRADE LEVEL EXPECTATION 110.38.c. Evaluate how the author's use of language informs and shapes the perception of readers.
8.D.

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 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:
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GRADE LEVEL EXPECTATION 110.38.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.
9.A.

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 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:
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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:
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INDICATOR 110.38.c. Using strategic organizational structures appropriate to purpose, audience, topic, and context.
9.B.i.

INDICATOR 110.38.c. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
9.B.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.38.c. Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
9.C.

GRADE LEVEL EXPECTATION 110.38.c. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
9.D.

GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c. 4.I.	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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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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 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.
GRADE LEVEL EXPECTATION	110.39.c .5.H.	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.

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 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	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	110.39.c .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	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	110.39.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	110.39.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 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	110.39.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 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	110.39.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.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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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:
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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:
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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:
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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:
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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:
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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.C.	Investigate word origins to understand meanings, derivations, and spellings.
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.

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:
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GRADE LEVEL EXPECTATION	110.49.b.1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.50.b.2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.4.C.	Evaluate standards for "quality programming".
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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:
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GRADE LEVEL EXPECTATION	110.50.b.5.C.	Plan, organize, produce, and present media messages.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.1.B.	Investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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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).**

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:
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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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.I.	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:
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GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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	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.I.	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.
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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:
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GRADE LEVEL EXPECTATION	110.58.b.2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
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GRADE LEVEL EXPECTATION	110.58.b.2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
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GRADE LEVEL EXPECTATION	110.58.b.2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
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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.
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GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
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GRADE LEVEL EXPECTATION	110.58.b.2.G.	Communicate effectively in interviews.
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GRADE LEVEL EXPECTATION	110.58.b.2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
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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:
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GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
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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:
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GRADE LEVEL EXPECTATION	110.58.b.4.I.	Use effective verbal and nonverbal strategies in presentations.
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GRADE LEVEL EXPECTATION	110.58.b.4.K.	Make individual presentations to inform, persuade, or motivate an audience.
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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:
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GRADE LEVEL EXPECTATION	110.59.b.6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
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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:
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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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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017**

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

STUDENT EXPECTATION	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 is expected to:
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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.
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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.
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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.
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS **110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.36.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 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.
GRADE LEVEL EXPECTATION	110.36.c. 5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

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 texts--literary 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	110.36.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	110.36.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 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	110.36.c .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 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	110.36.c .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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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	110.36.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	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 EXPECTATION	110.37.c. 3.	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.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.37.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 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.I.	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 .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	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.
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GRADE LEVEL EXPECTATION	110.37.c.5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.37.c.6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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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.I.	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	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 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.
GRADE LEVEL EXPECTATION	110.38.c.5.H.	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.

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

STUDENT EXPECTATION	110.38.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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	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.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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.38.c.10.E.	Compose literary analysis using genre characteristics and craft.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c. 4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 5.H.	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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	110.39.c .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	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	110.39.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	110.39.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 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	110.39.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 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	110.39.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	110.39.c.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 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	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 10 - 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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
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GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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.
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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:
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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.
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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.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:
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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:
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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:
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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:
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
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GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
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GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
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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.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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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.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.I.	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 110.58. 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:
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GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 4.I.	Use effective verbal and nonverbal strategies in presentations.
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GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
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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:
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GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
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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:
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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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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:
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GRADE LEVEL EXPECTATION 110.62.b. 3.J. Rewrite copy.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

STUDENT EXPECTATION	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 is expected to:
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I. 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.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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 texts--literary 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:
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GRADE LEVEL EXPECTATION	110.36.c.6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
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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.
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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.
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GRADE LEVEL EXPECTATION	110.36.c.6.D.	Analyze how the setting influences the theme.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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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	110.36.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	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:
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.37.c.6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.37.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.37.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c.9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c.9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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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.I. 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	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 is expected to:
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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 .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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 110.39.c.3. 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 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I. 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	110.39.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 is expected to:
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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	110.39.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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	110.39.c .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	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	110.39.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	110.39.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 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	110.39.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 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	110.39.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	110.39.c.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 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	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 10 - 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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
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GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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.
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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:
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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.
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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.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:
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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:
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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:
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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:
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
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GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
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GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
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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.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
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GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
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GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
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GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
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GRADE LEVEL EXPECTATION	110.58.b. 1.I.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
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GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
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GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
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GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
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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.
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GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.
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GRADE LEVEL EXPECTATION	110.58.b. 2.G.	Communicate effectively in interviews.
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GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
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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:
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GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
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UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017**

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

STUDENT EXPECTATION	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 is expected to:
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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.
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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.
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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.
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.36.c. 5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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 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:
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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:
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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	110.36.c .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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:
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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.
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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.
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c .5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c .5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c .5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.37.c .5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c .7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c .8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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	110.37.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 .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.37.c .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:
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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	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:
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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 .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	110.38.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 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.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.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 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.I.	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	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 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.

GRADE LEVEL EXPECTATION	110.38.c.5.H.	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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	110.38.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	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 **110.38. 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.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 .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	110.39.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 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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 5.H.	Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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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:
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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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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
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GRADE LEVEL EXPECTATION	110.47.b.8.D.	Support responses with explicit textual information.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.9.A.	Generate relevant and interesting questions.
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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.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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:
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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.
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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 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.I.	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.

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 110.57. 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.I.	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 110.58. 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:
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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:
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GRADE LEVEL EXPECTATION 110.58.b.4.I. 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:
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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:
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GRADE LEVEL EXPECTATION 110.61.b.4.B. Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - 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 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 EXPECTATION	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 texts. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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 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.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	110.36.c .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:
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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 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.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	110.36.c .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:
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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	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:
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR 110.37.c. Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
7.D.i.

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 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:
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GRADE LEVEL EXPECTATION 110.37.c. Analyze characteristics of multimodal and digital texts.
7.F.

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

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION 110.37.c. Analyze use of text structure to achieve the author's purpose.
8.B.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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 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:
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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:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION 110.37.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.
9.C.

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 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	110.37.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	110.37.c .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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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 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	110.38.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	110.38.c .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:
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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	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:
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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 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 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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	110.39.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 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	110.39.c .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	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	110.39.c .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	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	110.39.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	110.39.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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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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:
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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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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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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.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.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.I. 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:
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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.	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.

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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.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:
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GRADE LEVEL EXPECTATION	110.36.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.36.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.7.F.	Analyze characteristics of multimodal and digital texts.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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.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	110.36.c .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:
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GRADE LEVEL EXPECTATION	110.36.c .9.E.	Publish written work for appropriate audiences.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c .4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c .4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c .4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c .4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c .4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION 110.37.c. 5.A. Describe personal connections to a variety of sources, including self-selected texts.

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 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:
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GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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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	110.37.c .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:
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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	110.37.c .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:
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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 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:
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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:
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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 .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:
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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 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	110.37.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	110.37.c .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:
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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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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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.I. 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	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 is expected to:
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GRADE LEVEL EXPECTATION 110.38.c. 5.A. 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	110.38.c .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:
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GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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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	110.38.c .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:
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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	110.38.c .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:
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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 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:
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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:
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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	110.38.c .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:
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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	110.39. 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 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	110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.	
STUDENT EXPECTATION	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 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.I.	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	110.39.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 is expected to:
GRADE LEVEL EXPECTATION	110.39.c.5.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 EXPECTATION	110.39.c.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	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	110.39.c.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:
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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	110.39.c.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:
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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 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:
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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:
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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	110.39.c.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:
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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 10 - 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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b.3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b.4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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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 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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.I.	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.

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	110.54.b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
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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).

STUDENT EXPECTATION	110.54.b.5.	The student analyzes informational text. The student is expected to:
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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 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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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	110.36.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	110.37.c. 3.	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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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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.I. 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 .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:
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GRADE LEVEL EXPECTATION	110.37.c 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.37.c 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.37.c 9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	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	110.38.c. 4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
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GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
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GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b. 2.D.	Use effective sequence and transitions to achieve coherence and meaning.
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GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
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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.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.
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GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
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GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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	110.62.	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.

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Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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 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	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:

INDICATOR 110.36.c. Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
7.D.i.

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 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:
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GRADE LEVEL EXPECTATION 110.36.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 EXPECTATION	110.36.c .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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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

INDICATOR 110.36.c. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
9.B.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.36.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.
9.C.

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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c.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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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 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	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	110.37.c .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:
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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	110.37.c .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:
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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 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	110.37.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 .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:
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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 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	110.37.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	110.37.c .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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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 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	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.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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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 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:
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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.
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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 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	110.38.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.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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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 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	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	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 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.I.	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	110.39.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 is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.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 EXPECTATION	110.39.c .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	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	110.39.c .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	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b.1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b.1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b.3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b.4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.8.D.	Support responses with explicit textual information.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.9.A.	Generate relevant and interesting questions.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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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 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.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.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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 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.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	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.

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	110.54.b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
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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).

STUDENT EXPECTATION	110.54.b.5.	The student analyzes informational text. The student is expected to:
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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.

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017**

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

STUDENT EXPECTATION	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 is expected to:
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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 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 EXPECTATION	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 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.I.	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 .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	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 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	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	110.36.c .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:
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GRADE LEVEL EXPECTATION 110.36.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 EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION 110.36.c. Analyze use of text structure to achieve the author's purpose.
8.B.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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

INDICATOR 110.36.c. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
9.B.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.36.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.
9.C.

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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c.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:
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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	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:
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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.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:
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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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.I.	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.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	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	110.37.c.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	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	110.37.c.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	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	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:
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GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
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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 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:
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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	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:
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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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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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.I. 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	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 is expected to:
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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 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	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	110.38.c.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:
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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	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:
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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	110.38.c.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:
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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 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	110.38.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.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
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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.
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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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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	110.39.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 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	110.39.c .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	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	110.39.c .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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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	110.39.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.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.
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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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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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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:
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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:
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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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b.4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.6.B.	Formulate and defend a position with support synthesized from multiple texts.
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GRADE LEVEL EXPECTATION	110.48.b.6.C.	Evaluate personal responses to reading for evidence of growth.
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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:
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GRADE LEVEL EXPECTATION	110.49.b.1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.3.A.	Read a variety of informational text.
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GRADE LEVEL EXPECTATION	110.54.b.3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b.3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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GRADE LEVEL EXPECTATION	110.54.b.5.F.	Analyze the audience and purpose of informational and persuasive text.
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GRADE LEVEL EXPECTATION	110.54.b.5.G.	Analyze how an author's use of language creates imagery and mood.
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GRADE LEVEL EXPECTATION	110.54.b.5.H.	Analyze insights gained from text to text, text to self, and text to world.
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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:
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GRADE LEVEL EXPECTATION	110.58.b.1.A.	Explain the importance of effective communication skills in professional and social contexts.
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GRADE LEVEL EXPECTATION	110.58.b.1.B.	Identify the components of the communication process and their functions.
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GRADE LEVEL EXPECTATION	110.58.b.1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
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GRADE LEVEL EXPECTATION	110.58.b.1.G.	Identify the components of the listening process.
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GRADE LEVEL EXPECTATION	110.58.b.1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
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GRADE LEVEL EXPECTATION	110.58.b.1.I.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
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GRADE LEVEL EXPECTATION	110.58.b.1.J.	Identify and analyze ethical and social responsibilities of communicators.
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GRADE LEVEL EXPECTATION	110.58.b.1.K.	Recognize and analyze appropriate channels of communication in organizations.
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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:
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GRADE LEVEL EXPECTATION	110.58.b.2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
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GRADE LEVEL EXPECTATION	110.58.b.2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
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GRADE LEVEL EXPECTATION	110.58.b.2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
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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.
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GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
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GRADE LEVEL EXPECTATION	110.58.b.2.G.	Communicate effectively in interviews.
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GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
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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:
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GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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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 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	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	110.36.c.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	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	110.36.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	110.36.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 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	110.36.c .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 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	110.36.c .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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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	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:
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GRADE LEVEL EXPECTATION 110.36.c. 11.C. Develop and revise a plan.

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.
GRADE LEVEL EXPECTATION	110.36.c. 11.I.	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 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	110.37.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 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.I.	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 .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	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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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 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	110.37.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	110.37.c .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:
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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	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:
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GRADE LEVEL EXPECTATION 110.37.c. 11.C. Develop and revise a plan.

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.

GRADE LEVEL EXPECTATION 110.37.c. 11.I. 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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c.4.H.	Synthesize information from a variety of text types to create new understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.38.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

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:
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GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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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	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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	110.38.	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.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
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.I.	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 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	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	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 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.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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INDICATOR	110.39.c.7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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 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:
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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:
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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	110.39.c .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:
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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	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.39.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 .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:
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GRADE LEVEL EXPECTATION 110.39.c. 11.C. Develop and revise a plan.

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.
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GRADE LEVEL EXPECTATION	110.39.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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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 110.47. 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:
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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:
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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:
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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:
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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:
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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:
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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).
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 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.I.	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.

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.
GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.

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.

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.H.	Synthesize information from two texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.36.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR 110.36.c. Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
7.D.i.

INDICATOR 110.36.c. Multiple organizational patterns within a text to develop the thesis.
7.D.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.36.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 EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION 110.36.c. Analyze use of text structure to achieve the author's purpose.
8.B.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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

INDICATOR 110.36.c. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
9.B.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.36.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.
9.C.

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 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.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	110.36.c .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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.36.c .11.G.	Examine sources for:
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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	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.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.I.	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 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.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.37.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 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.I.	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.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	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.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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	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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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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:
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GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
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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. Credibility and bias, including omission.
11.G.i.

INDICATOR 110.37.c. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
11.G.ii.

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:
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GRADE LEVEL EXPECTATION 110.37.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
11.H.

GRADE LEVEL EXPECTATION 110.37.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
11.I.

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

STUDENT EXPECTATION 110.38.c. 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.
3.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.38.c. Establish purpose for reading assigned and self-selected texts.
4.A.

GRADE LEVEL EXPECTATION 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information.
4.B.

GRADE LEVEL EXPECTATION 110.38.c. Make inferences and use evidence to support understanding.
4.F.

GRADE LEVEL EXPECTATION 110.38.c. Evaluate details read to determine key ideas.
4.G.

GRADE LEVEL EXPECTATION 110.38.c. Synthesize information from a variety of text types to create new understanding.
4.H.

GRADE LEVEL EXPECTATION 110.38.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
4.I.

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

STUDENT EXPECTATION	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 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 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	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	110.38.c .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	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	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 .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	110.38.c .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 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 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	110.38.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.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.38.c .11.G.	Examine sources for:
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INDICATOR 110.38.c. Credibility, bias, and accuracy.
11.G.i.

INDICATOR 110.38.c. Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
11.G.ii.

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:
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GRADE LEVEL EXPECTATION 110.38.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
11.H.

GRADE LEVEL EXPECTATION 110.38.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
11.I.

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

STUDENT EXPECTATION 110.39.c. 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.
3.

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.39.c. Establish purpose for reading assigned and self-selected texts.
4.A.

GRADE LEVEL EXPECTATION 110.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain information.
4.B.

GRADE LEVEL EXPECTATION 110.39.c. Make inferences and use evidence to support understanding.
4.F.

GRADE LEVEL EXPECTATION 110.39.c. Evaluate details read to analyze key ideas.
4.G.

GRADE LEVEL EXPECTATION 110.39.c. Synthesize information from a variety of text types to create new understanding.
4.H.

GRADE LEVEL EXPECTATION 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
4.I.

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

STUDENT EXPECTATION	110.39.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 is expected to:
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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	110.39.c.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	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	110.39.c.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:
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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	110.39.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:
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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 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:
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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 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	110.39.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	110.39.c .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 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	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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.

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.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.

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.
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INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
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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:
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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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GRADE LEVEL EXPECTATION	110.39.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.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.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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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:
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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:
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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:
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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.
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GRADE LEVEL EXPECTATION	110.54.b.5.H.	Analyze insights gained from text to text, text to self, and text to world.
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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:
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GRADE LEVEL EXPECTATION	110.61.b.2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
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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:
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GRADE LEVEL EXPECTATION	110.63.b.1.E.	Link related information and ideas from a variety of sources.
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**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017**

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

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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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 .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:
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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 .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:
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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 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	110.37.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 .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.37.c .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:
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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 .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:
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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.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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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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.
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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 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:
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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.
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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 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	110.39.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	110.39.c .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 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.

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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 110.49. 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:
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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.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.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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.
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GRADE LEVEL EXPECTATION	110.52.b.1.F.	Use word choice, sentence structure, and repetition to create tone.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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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.

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Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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 EXPECTATION	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 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.
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GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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TEKS **110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.36.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 10.D.	Compose correspondence in a professional or friendly structure.
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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 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.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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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.I. 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 .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:
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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	110.37.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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 .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:
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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 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:
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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:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION 110.37.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.
9.C.

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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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. Correct capitalization.
9.D.iv.

INDICATOR 110.37.c. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
9.D.v.

INDICATOR 110.37.c. Correct spelling.
9.D.vi.

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 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:
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GRADE LEVEL EXPECTATION 110.37.c. Publish written work for appropriate audiences.
9.E.

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

STUDENT EXPECTATION	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.37.c. Compose correspondence in a professional or friendly structure.
10.D.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c.4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.38.c.6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c.7.B.	Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.10.D.	Compose correspondence in a professional or friendly structure.
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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 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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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:
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 10.D.	Compose correspondence in a professional or friendly structure.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.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.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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.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.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.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.C.	Write in voice and style appropriate to audience and purpose.

GRADE LEVEL EXPECTATION	110.53.b.1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.G.	Use resources such as texts and other people for editing.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.A.	Employ written conventions appropriately such as capitalizing and punctuating for various forms.
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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GRADE LEVEL EXPECTATION	110.54.b.1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.
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**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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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.I.	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 .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	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 texts--literary 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	110.36.c .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	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	110.36.c .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:
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GRADE LEVEL EXPECTATION 110.36.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 EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION 110.36.c. Analyze use of text structure to achieve the author's purpose.
8.B.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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:
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GRADE LEVEL EXPECTATION 110.36.c. Develop and revise a plan.
11.C.

GRADE LEVEL EXPECTATION 110.36.c. Locate relevant sources.
11.E.

GRADE LEVEL EXPECTATION 110.36.c. Synthesize information from a variety of sources.
11.F.

GRADE LEVEL EXPECTATION 110.36.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
11.I.

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

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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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.I.	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 .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	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 .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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 .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	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	110.37.c .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:
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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	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:
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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	110.37.c .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:
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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 .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:
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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.

GRADE LEVEL EXPECTATION 110.37.c. 11.I. 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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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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.I.	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	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 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.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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	110.38.c.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	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	110.38.c.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:
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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	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:
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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	110.38.c.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:
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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.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:
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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.

GRADE LEVEL EXPECTATION 110.38.c.11.I. 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 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 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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	110.39.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 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	110.39.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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	110.39.c .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	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	110.39.c .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	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:

INDICATOR 110.39.c. Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
7.D.i.

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 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:
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GRADE LEVEL EXPECTATION 110.39.c. Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
7.F.

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

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION 110.39.c. Evaluate use of text structure to achieve the author's purpose.
8.B.

GRADE LEVEL EXPECTATION 110.39.c. Critique and evaluate how the author's use of language informs and shapes the perception of readers.
8.D.

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 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:
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GRADE LEVEL EXPECTATION 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.
9.A.

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:
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GRADE LEVEL EXPECTATION 110.39.c. Develop and revise a plan.
11.C.

GRADE LEVEL EXPECTATION 110.39.c. Locate relevant sources.
11.E.

GRADE LEVEL EXPECTATION 110.39.c. Synthesize information from a variety of sources.
11.F.

GRADE LEVEL EXPECTATION 110.39.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
11.I.

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:
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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:
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GRADE LEVEL EXPECTATION 110.46.b.2.D. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.

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:
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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:
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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:
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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:
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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.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:
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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:
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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:
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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:
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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:
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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:
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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 **110.52. 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.

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:
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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.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.
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.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.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.
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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
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GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
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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:
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GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
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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:
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GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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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.I.	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 .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	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 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	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	110.36.c .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	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	110.36.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:
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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 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:
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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 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:
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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:
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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	110.36.c .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c.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:
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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	110.36.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	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:
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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.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.

GRADE LEVEL EXPECTATION 110.36.c.11.I. 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 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	110.37.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 texts. The student is expected to:
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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.I.	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.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:
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GRADE LEVEL EXPECTATION	110.37.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.37.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.37.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c.9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c.9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
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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.
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GRADE LEVEL EXPECTATION	110.37.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	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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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.38.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.38.c.11.C.	Develop and revise a plan.
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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.F.	Synthesize information from a variety of sources.
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.I.	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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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	110.39.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 is expected to:
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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.
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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.
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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 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	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.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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	110.39.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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.39.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.39.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.39.c.11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.39.c.11.F.	Synthesize information from a variety of sources.
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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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GRADE LEVEL EXPECTATION	110.39.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 10 - 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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b.4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b.4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b.4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
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GRADE LEVEL EXPECTATION	110.47.b.5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
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GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
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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:
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GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.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.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	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:
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GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
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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:
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GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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.
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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	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	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.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 110.63. 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 8: FORMAL ESSAY MODELS Week 17 Page 167-174

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - 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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 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.I.	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 .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	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 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	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	110.36.c .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	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	110.36.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	110.36.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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c.9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c.9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.36.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.36.c.10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.36.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.36.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.36.c.11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.36.c.11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.36.c.11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.36.c.11.G.	Examine sources for:
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INDICATOR	110.36.c.11.G.i.	Credibility and bias, including omission.
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INDICATOR	110.36.c.11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c.4.H.	Synthesize information from multiple texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
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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. Credibility and bias, including omission.
11.G.i.

INDICATOR 110.37.c. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
11.G.ii.

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:
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GRADE LEVEL EXPECTATION 110.37.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
11.H.

GRADE LEVEL EXPECTATION 110.37.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
11.I.

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

STUDENT EXPECTATION 110.38.c. 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.
3.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.38.c. Establish purpose for reading assigned and self-selected texts.
4.A.

GRADE LEVEL EXPECTATION 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information.
4.B.

GRADE LEVEL EXPECTATION 110.38.c. Make inferences and use evidence to support understanding.
4.F.

GRADE LEVEL EXPECTATION 110.38.c. Evaluate details read to determine key ideas.
4.G.

GRADE LEVEL EXPECTATION 110.38.c. Synthesize information from a variety of text types to create new understanding.
4.H.

GRADE LEVEL EXPECTATION 110.38.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
4.I.

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

STUDENT EXPECTATION	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 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 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	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	110.38.c .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	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	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. 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	110.38.c .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 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 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	110.38.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 110.38. 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 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:
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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	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	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:
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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.

GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
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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:
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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.
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INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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INDICATOR	110.39.c.7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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 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:
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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:
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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	110.39.c .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:
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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	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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	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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.39.c.11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.39.c.11.G.	Examine sources for:
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INDICATOR	110.39.c.11.G.i.	Credibility, bias, and accuracy.
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INDICATOR	110.39.c.11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
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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:
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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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GRADE LEVEL EXPECTATION	110.39.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b.1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b.1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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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.
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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b.4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
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GRADE LEVEL EXPECTATION	110.51.b. 5.B.	Link related information and ideas from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b. 2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b. 2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b. 2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.D.	Use effective sequence and transitions to achieve coherence and meaning.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b.4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.D.	Use effective sequence and transitions to achieve coherency.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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	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.

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:
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GRADE LEVEL 110.63.b. Link related information and ideas from a variety of sources.
EXPECTATION 1.E.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

STUDENT 110.36.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-
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 110.36.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The
EXPECTATION .4. student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

GRADE LEVEL 110.36.c. Establish purpose for reading assigned and self-selected texts.
EXPECTATION 4.A.

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.
EXPECTATION 4.F.

GRADE LEVEL 110.36.c. Evaluate details read to determine key ideas.
EXPECTATION 4.G.

GRADE LEVEL 110.36.c. Synthesize information from two texts to create new understanding.
EXPECTATION 4.H.

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 110.36.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student
EXPECTATION .5. 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.

GRADE LEVEL 110.36.c. Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
EXPECTATION 5.B.

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.

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 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	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	110.36.c .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:
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GRADE LEVEL EXPECTATION	110.36.c .7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c .8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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.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.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c.9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c.9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.36.c.10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.36.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.36.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.36.c.11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.36.c.11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.36.c.11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.36.c.11.G.	Examine sources for:
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INDICATOR	110.36.c.11.G.i.	Credibility and bias, including omission.
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INDICATOR	110.36.c.11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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 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	110.37.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 110.37. 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 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:
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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 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	110.37.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	110.37.c .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:
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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	110.37.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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	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.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.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	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.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.I.	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 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	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.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 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.I.	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	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 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 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	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:

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 .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:
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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.

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:
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GRADE LEVEL EXPECTATION 110.38.c. Evaluate use of text structure to achieve the author's purpose.
8.B.

GRADE LEVEL EXPECTATION 110.38.c. Evaluate how the author's use of language informs and shapes the perception of readers.
8.D.

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 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:
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GRADE LEVEL EXPECTATION 110.38.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.
9.A.

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 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:
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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:
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INDICATOR 110.38.c. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
9.B.ii.

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 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:
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GRADE LEVEL EXPECTATION 110.38.c. Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
9.C.

GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.38.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.38.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.38.c.11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.38.c.11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.38.c.11.F.	Synthesize information from a variety of sources.
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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:
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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.
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INDICATOR	110.38.c.11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
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GRADE LEVEL EXPECTATION	110.39.c. 4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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INDICATOR	110.39.c.7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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:
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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:
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c .9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c .9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.39.c .10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.39.c .11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.39.c .11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.39.c .11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.39.c .11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.39.c .11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.39.c .11.G.	Examine sources for:
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INDICATOR	110.39.c .11.G.i.	Credibility, bias, and accuracy.
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INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
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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:
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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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GRADE LEVEL EXPECTATION	110.39.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b.1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b.1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	110.46.b.2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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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	110.47.	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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
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GRADE LEVEL EXPECTATION	110.53.b.2.D.	Use effective sequence and transitions to achieve coherence and meaning.
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GRADE LEVEL EXPECTATION	110.53.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
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GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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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:
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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:
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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	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
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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. Practice effective, efficient note taking. 3.C.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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GRADE LEVEL EXPECTATION	110.54.b.5.F.	Analyze the audience and purpose of informational and persuasive text.
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GRADE LEVEL EXPECTATION	110.54.b.5.G.	Analyze how an author's use of language creates imagery and mood.
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GRADE LEVEL EXPECTATION	110.54.b.5.H.	Analyze insights gained from text to text, text to self, and text to world.
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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:
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GRADE LEVEL EXPECTATION	110.61.b.2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
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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:
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GRADE LEVEL EXPECTATION	110.61.b.3.A.	Limit the chosen topic, purpose, and format for the presentation.
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GRADE LEVEL EXPECTATION	110.61.b.3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.
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GRADE LEVEL EXPECTATION	110.61.b.3.F.	Produce a written text of superior quality.
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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:
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GRADE LEVEL EXPECTATION	110.63.b.1.E.	Link related information and ideas from a variety of sources.
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.H.	Synthesize information from two texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.36.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
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INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
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INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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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. Correct capitalization.
9.D.iv.

INDICATOR 110.36.c. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
9.D.v.

INDICATOR 110.36.c. Correct spelling.
9.D.vi.

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 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:
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GRADE LEVEL EXPECTATION 110.36.c. Publish written work for appropriate audiences.
9.E.

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

STUDENT EXPECTATION	110.36.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.36.c. Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
10.B.

GRADE LEVEL EXPECTATION 110.36.c. Compose argumentative texts using genre characteristics and craft.
10.C.

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:
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GRADE LEVEL EXPECTATION 110.36.c. Develop questions for formal and informal inquiry.
11.A.

GRADE LEVEL EXPECTATION 110.36.c. Develop and revise a plan.
11.C.

GRADE LEVEL EXPECTATION 110.36.c. Modify the major research question as necessary to refocus the research plan.
11.D.

GRADE LEVEL EXPECTATION 110.36.c. Locate relevant sources.
11.E.

GRADE LEVEL EXPECTATION 110.36.c. Synthesize information from a variety of sources.
11.F.

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.
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INDICATOR	110.36.c.11.G.ii.	Faulty reasoning such as ad hominem, loaded language, and slippery slope.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c.4.H.	Synthesize information from multiple texts to create new understanding.
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GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 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	110.37.c .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	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	110.37.c .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	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	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:
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	110.37.c .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 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 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	110.37.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 110.37. 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 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:
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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 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	110.37.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	110.37.c .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:
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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	110.37.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.37.c .11.G.	Examine sources for:
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INDICATOR	110.37.c. 11.G.i.	Credibility and bias, including omission.
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INDICATOR	110.37.c. 11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.37.c. 11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 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.I.	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	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 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 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	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	110.38.c.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:
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GRADE LEVEL EXPECTATION	110.38.c.7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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 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:
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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.
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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 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:
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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:
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.38.c.11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.38.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.38.c.11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.38.c.11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.38.c.11.F.	Synthesize information from a variety of sources.
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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:
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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.
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INDICATOR	110.38.c.11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c.4.H.	Synthesize information from a variety of text types to create new understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
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GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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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	110.39.c.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	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	110.39.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	110.39.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 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	110.39.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 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	110.39.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	110.39.c.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 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.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
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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:
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GRADE LEVEL EXPECTATION	110.39.c. 11.A.	Develop questions for formal and informal inquiry.
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GRADE LEVEL EXPECTATION	110.39.c. 11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
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GRADE LEVEL EXPECTATION	110.39.c. 11.E.	Locate relevant sources.
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GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.
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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:
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GRADE LEVEL EXPECTATION	110.39.c.11.G.	Examine sources for:
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INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.
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INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
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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:
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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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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GRADE LEVEL EXPECTATION	110.46.b.1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
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GRADE LEVEL EXPECTATION	110.46.b.1.C.	Draw relevant questions for further study from the research findings or conclusions.
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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:
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	110.46.b.2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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 **110.47. 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:
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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:
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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:
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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:
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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:
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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:
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b.4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b.5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.6.B.	Formulate and defend a position with support synthesized from multiple texts.
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GRADE LEVEL EXPECTATION	110.48.b.6.C.	Evaluate personal responses to reading for evidence of growth.
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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:
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GRADE LEVEL EXPECTATION	110.49.b.1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
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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:
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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.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.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.54.b.1.B.	Use correct spelling.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b.2.D.	Use effective sequence and transitions to achieve coherency.
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GRADE LEVEL EXPECTATION	110.54.b.2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b.2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.3.A.	Read a variety of informational text.
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GRADE LEVEL EXPECTATION	110.54.b.3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b.3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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GRADE LEVEL EXPECTATION	110.54.b. 5.F.	Analyze the audience and purpose of informational and persuasive text.
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GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
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GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.
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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:
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GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
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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:
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GRADE LEVEL EXPECTATION	110.61.b. 3.A.	Limit the chosen topic, purpose, and format for the presentation.
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GRADE LEVEL EXPECTATION	110.61.b. 3.C.	Develop appropriate evaluation strategies for each aspect of the production and presentation of the project.
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GRADE LEVEL EXPECTATION	110.61.b. 3.F.	Produce a written text of superior quality.
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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:
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GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
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**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017**

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

STUDENT EXPECTATION	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 is expected to:
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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.
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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 is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.36.c.5.C.	Use text evidence and original commentary to support a comprehensive response.
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GRADE LEVEL EXPECTATION	110.36.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.36.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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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 texts--literary 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:
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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	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c.5.C.	Use text evidence and original commentary to support an interpretive response.
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GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.37.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.37.c.6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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GRADE LEVEL EXPECTATION	110.37.c.8.G.	Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.
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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 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:
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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.
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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 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	110.37.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 .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:
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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 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	110.37.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	110.37.c .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:
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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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 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.I.	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	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 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.I.	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	110.38.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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GRADE LEVEL EXPECTATION	110.38.c.8.G.	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c.10.E.	Compose literary analysis using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.38.c.10.F.	Compose rhetorical analysis using genre characteristics and craft.
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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 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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	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.4.I.	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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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c.5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c.5.C.	Use text evidence and original commentary to support an analytic response.
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GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.5.G.	Discuss and write about the explicit and implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.8.G.	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
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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 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:
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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.
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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 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	110.39.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	110.39.c .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 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	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 LEVEL EXPECTATION	110.39.c .10.F.	Compose rhetorical analysis using genre characteristics and craft.

Grade 10 - 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.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 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.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	110.47.	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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.51.b.1.A.	Expand vocabulary through wide reading, listening, and discussion.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.2.B.	Propose and provide examples of themes that cross texts.
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GRADE LEVEL EXPECTATION	110.51.b.2.D.	Analyze relevance of setting and time frame to text's meaning.
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GRADE LEVEL EXPECTATION	110.51.b.2.E.	Identify basic conflicts.
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GRADE LEVEL EXPECTATION	110.51.b.2.F.	Describe the development of plot and how conflicts are addressed and resolved.
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GRADE LEVEL EXPECTATION	110.51.b.2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
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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.
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GRADE LEVEL EXPECTATION	110.51.b.2.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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GRADE LEVEL EXPECTATION	110.51.b.2.J.	Identify and analyze text structures.
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GRADE LEVEL EXPECTATION	110.51.b.2.M.	Identify how authors create suspense.
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GRADE LEVEL EXPECTATION	110.51.b.2.N.	Tell how points of view affect tone, characterization, and credibility.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.4.B.	Recognize and discuss themes and connections that cross cultures.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b.1.D.	Employ various points of view to communicate effectively.
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GRADE LEVEL EXPECTATION	110.52.b.1.F.	Use word choice, sentence structure, and repetition to create tone.
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GRADE LEVEL EXPECTATION	110.52.b.1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.D.	Use effective sequence and transitions to achieve coherence and meaning.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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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.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.I.	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 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.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:
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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:
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GRADE LEVEL EXPECTATION 110.55.b.5.A. Recognize and evaluate how literature and various other art forms convey messages.

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:
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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.I. 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:
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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 110.59. 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:
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GRADE LEVEL EXPECTATION	110.59.b. 5.D.	Write appropriate introductions, transitions, and/or conclusions to supplement the text.
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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:
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GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

STUDENT EXPECTATION	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 is expected to:
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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.
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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 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.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I.	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 .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	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.I.	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	110.36.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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.
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TEKS **110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.36.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
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INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 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.I.	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	110.37.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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 .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	110.37.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	110.37.c .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 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 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:
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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:
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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	110.37.c .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:
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GRADE LEVEL EXPECTATION 110.37.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.
9.C.

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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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. Correct capitalization.
9.D.iv.

INDICATOR 110.37.c. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
9.D.v.

INDICATOR 110.37.c. Correct spelling.
9.D.vi.

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 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:
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GRADE LEVEL EXPECTATION 110.37.c. Publish written work for appropriate audiences.
9.E.

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

STUDENT EXPECTATION 110.38.c. 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.
3.

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

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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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.I.	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	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 is expected to:
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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.I.	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	110.38.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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	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. 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 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	110.38.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 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	110.38.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	110.38.c .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 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	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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 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	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	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 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.I.	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	110.39.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 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.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.8.F.	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
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:
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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:
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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:
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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 **110.47. 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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.2.B.	Propose and provide examples of themes that cross texts.
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GRADE LEVEL EXPECTATION	110.51.b.2.D.	Analyze relevance of setting and time frame to text's meaning.
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GRADE LEVEL EXPECTATION	110.51.b.2.E.	Identify basic conflicts.
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GRADE LEVEL EXPECTATION	110.51.b.2.F.	Describe the development of plot and how conflicts are addressed and resolved.
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GRADE LEVEL EXPECTATION	110.51.b.2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
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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.
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GRADE LEVEL EXPECTATION	110.51.b.2.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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GRADE LEVEL EXPECTATION	110.51.b.2.J.	Identify and analyze text structures.
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GRADE LEVEL EXPECTATION	110.51.b.2.N.	Tell how points of view affect tone, characterization, and credibility.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.4.B.	Recognize and discuss themes and connections that cross cultures.
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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:
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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:
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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:
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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.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:
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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.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.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.
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GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
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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.
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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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
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GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
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GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
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GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
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GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
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GRADE LEVEL EXPECTATION	110.58.b. 1.I.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
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GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
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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 110.62. 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.

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I. 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 .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:
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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.I. 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	110.36.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.6.D.	Analyze how the setting influences the theme.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c .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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS **110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.37.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 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.I.	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	110.37.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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 .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	110.37.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	110.37.c .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 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 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	110.37.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 .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:
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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 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:
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GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
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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	110.37.c .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:
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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 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 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.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 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.I.	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	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 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.I.	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	110.38.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.38.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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 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 **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I. 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	110.39.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 is expected to:
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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.
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GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c.7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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GRADE LEVEL EXPECTATION	110.39.c.8.F.	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
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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 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:
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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.
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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 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	110.39.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	110.39.c .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:
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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	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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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.

Grade 10 - 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:
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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:
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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:
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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:
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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:
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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:
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GRADE LEVEL EXPECTATION 110.47.b.4.B. Determine and adjust purpose for reading.

GRADE LEVEL EXPECTATION 110.47.b.4.C. Self-monitor reading and adjust when confusion occurs by using appropriate strategies.

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:
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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:
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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:
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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:
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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 110.47. 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:
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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:
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.2.B.	Propose and provide examples of themes that cross texts.
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GRADE LEVEL EXPECTATION	110.51.b.2.D.	Analyze relevance of setting and time frame to text's meaning.
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GRADE LEVEL EXPECTATION	110.51.b.2.E.	Identify basic conflicts.
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GRADE LEVEL EXPECTATION	110.51.b.2.F.	Describe the development of plot and how conflicts are addressed and resolved.
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GRADE LEVEL EXPECTATION	110.51.b.2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
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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.
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GRADE LEVEL EXPECTATION	110.51.b.2.I.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
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GRADE LEVEL EXPECTATION	110.51.b.2.J.	Identify and analyze text structures.
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GRADE LEVEL EXPECTATION	110.51.b.2.N.	Tell how points of view affect tone, characterization, and credibility.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.3.A.	Analyze the characteristics of well-constructed texts.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.51.b.4.B.	Recognize and discuss themes and connections that cross cultures.
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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:
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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:
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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:
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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.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:
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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.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.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.I.	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 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.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.
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GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
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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:
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GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
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GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
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GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
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GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
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GRADE LEVEL EXPECTATION	110.58.b. 1.I.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
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GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
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GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
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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 110.62. 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.

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 10 - Adopted: 2017

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

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

STUDENT EXPECTATION	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 texts. The student is expected to:
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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.I. 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 .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:
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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.I. 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	110.36.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.36.c.6.D.	Analyze how the setting influences the theme.
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.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:
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GRADE LEVEL EXPECTATION	110.36.c.8.B.	Analyze use of text structure to achieve the author's purpose.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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.
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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 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:
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GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
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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	110.36.c.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:
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GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
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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:
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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.
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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:
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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.
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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 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.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.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 is expected to:
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GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
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GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.37.c. 5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.37.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION	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:
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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.
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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 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:
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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 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	110.37.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 .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:
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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 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	110.37.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	110.37.c .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:
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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	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:
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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.
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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 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.
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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	110.38.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 texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	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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TEKS **110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 is expected to:
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GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
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GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.38.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.38.c.6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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:
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GRADE LEVEL EXPECTATION	110.38.c.8.B.	Evaluate use of text structure to achieve the author's purpose.
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GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
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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.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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	110.38.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	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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	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.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 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.
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TEKS **110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

STUDENT EXPECTATION	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 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.
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GRADE LEVEL EXPECTATION	110.39.c. 4.I.	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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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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 is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
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GRADE LEVEL EXPECTATION	110.39.c. 5.C.	Use text evidence and original commentary to support an analytic response.
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GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.39.c. 5.I.	Reflect on and adjust responses when valid evidence warrants.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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:
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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.
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
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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 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:
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GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.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:
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GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 8.F.	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
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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 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:
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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.
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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 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:
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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:
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INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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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.
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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 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:
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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.
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GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.39.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
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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:
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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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Grade 10 - 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:
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
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GRADE LEVEL EXPECTATION	110.47.b. 4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
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GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.8.A.	Respond actively to texts in both aesthetic and critical ways.
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GRADE LEVEL EXPECTATION	110.47.b.8.B.	Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.
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GRADE LEVEL EXPECTATION	110.47.b.8.D.	Support responses with explicit textual information.
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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:
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GRADE LEVEL EXPECTATION	110.47.b.10.B.	Recognize literary themes and connections that cross cultures.
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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:
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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.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
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GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
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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:
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GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
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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:
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GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
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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:
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GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
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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:
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GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 2.A.	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.
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GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
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GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
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GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
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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.I.	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:
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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:
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GRADE LEVEL EXPECTATION	110.51.b. 4.B.	Recognize and discuss themes and connections that cross cultures.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
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GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
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GRADE LEVEL EXPECTATION	110.52.b.1.F.	Use word choice, sentence structure, and repetition to create tone.
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GRADE LEVEL EXPECTATION	110.52.b.1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
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GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.52.b.2.D.	Use effective sequence and transitions to achieve coherence and meaning.
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GRADE LEVEL EXPECTATION	110.52.b.2.E.	Revise drafts by rethinking content, organization, and style.
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GRADE LEVEL EXPECTATION	110.52.b.2.F.	Frequently refine selected pieces to publish for general and specific audiences.
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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GRADE LEVEL EXPECTATION	110.52.b.3.B.	Spell with accuracy in the final draft.
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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.
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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:
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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.
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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:
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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.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.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.I.	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).
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
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GRADE LEVEL EXPECTATION	110.54.b. 2.D.	Use effective sequence and transitions to achieve coherency.
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GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
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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.
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GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
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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:
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GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
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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:
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GRADE LEVEL EXPECTATION 110.55.b.5.A. Recognize and evaluate how literature and various other art forms convey messages.

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:
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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.I. 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:
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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 110.62. 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:
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GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.
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UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 10 - Adopted: 2017

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 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:
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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:
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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:
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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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 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:
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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:
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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.
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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 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	110.39.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.
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Grade 10 - 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:
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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.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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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:
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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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:
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GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
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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:
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GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
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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.
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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:
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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.
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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:
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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.
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GRADE LEVEL EXPECTATION	110.50.b.2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
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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:
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GRADE LEVEL EXPECTATION	110.50.b.4.C.	Evaluate standards for "quality programming".
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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:
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GRADE LEVEL EXPECTATION	110.50.b.5.C.	Plan, organize, produce, and present media messages.
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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:
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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).

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:
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.2.G.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.52.b.4.B.	Generate and apply peer and self-assessment.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
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GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
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GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
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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:
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GRADE LEVEL EXPECTATION	110.53.b.5.B.	Apply criteria to evaluate writing.
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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.
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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:
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GRADE LEVEL EXPECTATION	110.54.b.3.B.	Write informational text.
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TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

STUDENT EXPECTATION	110.54.b.4.	The student evaluates his/her own writing and the writing of others. The student is expected to:
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GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
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GRADE LEVEL 110.54.b. Review written work to determine its strengths and weaknesses and to set goals as a writer.
EXPECTATION 4.C.