Main Criteria: Structure and Style for Students

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts **Grade:** 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

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

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

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
CDADE LEVE	110 37 0	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting

GRADE LEVEL 110.37.c. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting

EXPECTATION 1.A. 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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.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		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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 .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL		Evaluate use of text structure to achieve the author's purpose.

EXPECTATION 8.B.

GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

GRADE LEVEL EXPECTATION	7.F. 110.39. 110.39.c	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS	110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	.0.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
		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.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:

GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
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.
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	110 50 h	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
EXPECTATION	2.B.	
TEKS		Contemporary Media (One Credit).
	2.B. 110.50.	
TEKS	2.B. 110.50. 110.50. b.3.	Contemporary Media (One Credit).
TEKS STUDENT EXPECTATION GRADE LEVEL	2.B. 110.50. 110.50. b.3.	Contemporary Media (One Credit). The student identifies and analyzes regulations that govern 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.
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.
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.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.

GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
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.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:

GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.
GRADE LEVEL EXPECTATION	110.58.b. 2.G.	Communicate effectively in interviews.
GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
TEKS	110.58.	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:
	b.4.	· ·
GRADE LEVEL	b.4. 110.58.b. 4.l.	student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 4.l. 110.58.b.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.58.b. 4.l. 110.58.b. 4.K. 110.59.	Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	b.4. 110.58.b. 4.l. 110.58.b. 4.K. 110.59. b.6.	Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.58.b. 4.l. 110.58.b. 4.K. 110.59. 110.59. 110.59.b.6.	Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.58.b. 4.l. 110.58.b. 4.K. 110.59. 110.59. 6.C. 110.61.	Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

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		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.

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

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

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

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

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
INDICATOR		
	9.B.ii. 110.38. 110.38.c	and commentary.
TEKS	9.B.ii. 110.38. 110.38.c	English Language Arts and Reading, English III (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

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

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

110.46. 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:

EXPECTATION b.2.

GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.

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

STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
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).

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STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.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		Evaluate personal responses to reading for evidence of growth.

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

EXPECTATION 6.C.

STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.49.b. 2.A.	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.2.	The student recognizes the types and functions of mass media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. 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.B.	Investigate word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.

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.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:

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

GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.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.
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GRADE LEVEL 110.58.b. Identify the components of the listening process.

communication decisions.

110.58.b. Identify specific kinds of listening such as critical, deliberative, and empathic.

110.58.b. Identify and analyze ethical and social responsibilities of communicators.

GRADE LEVEL 110.58.b. Recognize the importance of gathering and using accurate and complete information as a basis for making

EXPECTATION 1.G.

EXPECTATION 1.H.

EXPECTATION 1.I.

GRADE LEVEL

GRADE LEVEL 110 EXPECTATION 1.J.

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:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

TEKS	110.61.	Independent Study in Speech (On	e-Half to One Credit).

GRADE LEVEL

EXPECTATION 4.I.

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 10 - Adopted: 2017

TEKS	110.36	Fnalish Language	Arts and Reading	ı. Enalish I (One Credit	1). Adopted 2017.

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STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.

110.36.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,

and annotating when understanding breaks down.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

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

TEKS	110 37	English Languag	ne Arts and Reading	Fnalish II (On	e Credit), Adopted 2017.
ILKS	TTU.31.	Liigiisii Laiiguat	ic wits and veamin	I, Liigiisii ii (Oi	e Crediti, Adopted 2017.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION		Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.H.	Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.
		Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice. English Language Arts and Reading, English III (One Credit), Adopted 2017.
EXPECTATION	5.H. 110.38.	
TEKS STUDENT	5.H. 110.38. 110.38.c .6.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly
TEKS STUDENT EXPECTATION GRADE LEVEL	5.H. 110.38.c .6. 110.38.c 6.A.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	5.H. 110.38.c6. 110.38.c. 6.A. 110.38.c. 6.B.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.H. 110.38.c. 110.38.c. 6.A. 110.38.c. 6.B.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.H. 110.38.c. 6.A. 110.38.c. 6.A. 110.38.c. 6.B. 110.38.c. 110.38.c.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme. Evaluate how different literary elements shape the author's portrayal of the plot.

GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.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	110.39.c	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
EXPECTATION		oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

GRADE LEVEL EXPECTATION 1.C. Formulate sound arguments and present using elements of classical speeches such as introduction, first and sect transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. GRADE LEVEL EXPECTATION 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, askin relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating 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. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time.
STUDENT 110.39.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-self-self-self-self-self-self-sel
EXPECTATION 3. sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time.
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT 110.39.c Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comp texts. The student is expected to:
GRADE LEVEL 110.39.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4.A.
GRADE LEVEL 110.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B.
GRADE LEVEL 110.39.c. Make inferences and use evidence to support understanding. EXPECTATION 4.F.
GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. EXPECTATION 4.G.
GRADE LEVEL 110.39.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question EXPECTATION 4.I. annotating, and using outside sources when understanding breaks down.
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT 110.39.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A.
GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D.
GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E.
GRADE LEVEL 110.39.c. Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice. EXPECTATION 5.H.
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
EXPECTATION	9.A. 110.39.	strategies such as brainstorming, journaling, reading, or discussing.
TEKS STUDENT	9.A. 110.39. 110.39.c .9.	strategies such as brainstorming, journaling, reading, or discussing. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	9.A. 110.39. 110.39.c .9.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
		Grade 10 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT	110.46.	The student inquires through reading literature and researching self-selected and assigned topics.
EXPECTATION	b.1.	The student is expected to:
GRADE LEVEL EXPECTATION		
GRADE LEVEL	110.46.b.	The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A. 110.46.	The student is expected to: Read widely for further study.
GRADE LEVEL EXPECTATION TEKS STUDENT	110.46.b. 1.A. 110.46. 110.46. b.2.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.46.b. 1.A. 110.46. 110.46. b.2. 110.46.b.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering,
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 1.10.46.b. 110.46.b. 110.46.b. 2.C.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 1.10.46. 110.46.b. 110.46.b. 2.C. 110.46.b. 110.47.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Use writing as a tool such as to reflect, explore, or problem solve.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.46.b. 110.46. 110.46.b. 2.C. 110.46.b. 2.E. 110.47.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits).
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 1.A. 110.46. 110.46.b. 2.C. 110.46.b. 2.E. 110.47. 110.47. 110.47.b.	The student is expected to: Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits). The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 1.A. 110.46. 110.46.b. 2.C. 110.46.b. 2.C. 110.47. 110.47. 110.47. 110.47.	The student is expected to: Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits). The student uses a variety of word recognition strategies. The student is expected to: Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

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

GRADE LEVEL EXPECTATION 4.E. GRADE LEVEL 110.48.b. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.5. GRADE LEVEL 5.A. The student uses study strategies to learn from a variety of saking relevant questions. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.A. Use effective reading strategies to recall material from text such as asking relevant questions. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.A. The student expresses and supports responses to various expectations b.6. GRADE LEVEL 110.48.b. Respond to literary and informational texts through various modes reading, presentations, journals, written responses, or visual arts. GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth. 6.C. TEKS 110.49. Visual Media Analysis and Production (One-Half Credit). STUDENT EXPECTATION 1.10.49. The student recognizes/interprets visual representations at expected to: GRADE LEVEL 110.49.b. Distinguish the purposes of various media forms such as informational texts. 110.49.b. 1.C. perpetuation of stereotypes, use of visual representations, special texts. 110.49. Visual Media Analysis and Production (One-Half Credit). TEKS 110.49. Visual Media Analysis and Production (One-Half Credit). STUDENT perpetuation of stereotypes, use of visual representations, special texts. 110.49.b. 110.49. The student analyzes and critiques the significance of visual expectation b.2. The student analyzes and critiques the significance of visual expectation b.2. The student analyzes and critiques of media messages such as general personalities, logical fallacies, and use of symbols.	previewing, skimming, scanning, rereading, and
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STUDENT EXPECTATION b.1. The student recognizes/interprets visual representations a expected to: GRADE LEVEL 110.49.b. Distinguish the purposes of various media forms such as information 1.B. GRADE LEVEL 110.49.b. Recognize strategies used by media to inform, persuade, entertain perpetuation of stereotypes, use of visual representations, special 1.C. Visual Media Analysis and Production (One-Half Credit). STUDENT EXPECTATION 110.49. The student analyzes and critiques the significance of visual to: GRADE LEVEL 110.49.b. Evaluate the persuasive techniques of media messages such as general personalities, logical fallacies, and use of symbols.	
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TEKS 110.49. Visual Media Analysis and Production (One-Half Credit). STUDENT EXPECTATION 110.49. The student analyzes and critiques the significance of visu to: GRADE LEVEL 110.49.b. Evaluate the persuasive techniques of media messages such as generated personalities, logical fallacies, and use of symbols.	n, entertainment, and persuasion.
STUDENT EXPECTATION b.2. The student analyzes and critiques the significance of visu to: GRADE LEVEL 110.49.b. Evaluate the persuasive techniques of media messages such as general personalities, logical fallacies, and use of symbols.	•
GRADE LEVEL 110.49.b. Evaluate the persuasive techniques of media messages such as general personalities, logical fallacies, and use of symbols.	
EXPECTATION 2.A. personalities, logical fallacies, and use of symbols.	al representations. The student is expected
TEKS 110.50. Contemporary Media (One Credit).	littering generalities, associations with
STUDENT 110.50. The student recognizes the types and functions of mass m EXPECTATION b.2.	
GRADE LEVEL 110.50.b. Identify the types of mass media such as television, radio, Internet, EXPECTATION 2.A. social networking, emailing, texting, search engines, and music.	edia. The student is expected to:
GRADE LEVEL 110.50.b. Analyze the roles of media as sources of information, entertainment EXPECTATION 2.B.	
TEKS 110.50. Contemporary Media (One Credit).	podcast, YouTube, newspaper, periodicals, blogs,

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.
LXI LC IX IION	I.A.	
TEKS	110.51.	Literary Genres (One-Half to One Credit).
	110.51. 110.51.	Literary Genres (One-Half to One Credit). The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
TEKS	110.51. 110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute
TEKS STUDENT EXPECTATION GRADE LEVEL	110.51. 110.51. b.2. 110.51.b. 2.B.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D. 110.51.b. 2.E.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.51. 110.51.b. 2.B. 110.51.b. 2.D. 110.51.b. 2.E. 110.51.b. 2.F.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning. Identify basic conflicts. Describe the development of plot and how conflicts are addressed and resolved.

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

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

110.53.b. Use resources such as texts and other people for editing.

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

GRADE LEVEL

EXPECTATION

GRADE LEVEL

EXPECTATION

2.G.

2.H.

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

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.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL	110.58.b.	Identify types of professional and social relationships, their importance, and the purposes they serve.

EXPECTATION 2.A.

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.	Communication Applications (One-Half Credit). Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
STUDENT	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The
STUDENT EXPECTATION	110.58. b.4. 110.58.b. 4.l.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.58. b.4. 110.58.b. 4.l.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.58.b.4. 110.58.b.4.l. 110.58.b.4.K. 110.59.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.58.b.4. 110.58.b.4.I. 110.58.b.4.K. 110.59.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.58.b.4. 110.58.b.4.I. 110.58.b.4.K. 110.59. 110.59.b.6.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.58.b.4. 110.58.b.4. 110.58.b.4.K. 110.59. 110.59.b.6. 110.61.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.58.b. 110.58.b. 4.l. 110.58.b. 4.K. 110.59. 110.59.b. 6.C. 110.61. 110.61. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: Use effective verbal and nonverbal strategies in presentations. Make individual presentations to inform, persuade, or motivate an audience. Oral Interpretation I, II, III (One to Three Credits). Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. Independent Study in Speech (One-Half to One Credit).

STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 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.

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

EXPECTATION 5.A.

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

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

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

TEKS

STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
		is expected to.
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
	5.A.	
EXPECTATION GRADE LEVEL	5.A. 110.37.c.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION GRADE LEVEL	5.A. 110.37.c. 5.D.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.A. 110.37.c. 5.D. 110.37.c. 5.E. 110.37.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	5.A. 110.37.c. 5.D. 110.37.c. 5.E. 110.37.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English II (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	5.A. 110.37.c. 5.D. 110.37.c. 5.E. 110.37.c. 6. 110.37.c. 6.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English II (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.A. 110.37.c. 5.D. 110.37.c. 5.E. 110.37.c. 6. 110.37.c. 110.37.c. 110.37.c.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English II (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	5.A. 110.37.c. 5.D. 110.37.c. 5.E. 110.37.c. 6. 110.37.c. 6.A. 110.37.c. 110.37.c. 110.37.c.	Describe personal connections to a variety of sources, including self-selected texts. Paraphrase and summarize texts in ways that maintain meaning and logical order. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English II (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole.

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

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

TEKS

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL 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		Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL	110 38 c	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
EXPECTATION	5.E.	
EXPECTATION TEKS		English Language Arts and Reading, English III (One Credit), Adopted 2017.
	5.E. 110.38.	

GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.

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

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
EXPECTATION	9.A. 110.39.	strategies such as brainstorming, journaling, reading, or discussing.
TEKS STUDENT	9.A. 110.39. 110.39.c .9.	strategies such as brainstorming, journaling, reading, or discussing. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	9.A. 110.39. 110.39.c .9.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
		Grade 10 - Adopted: 2011
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT	110.46.	The student inquires through reading literature and researching self-selected and assigned topics.
EXPECTATION	b.1.	The student is expected to:
GRADE LEVEL EXPECTATION		The student is expected to: Read widely for further study.
GRADE LEVEL	110.46.b.	•
GRADE LEVEL EXPECTATION	110.46.b. 1.A. 110.46.	Read widely for further study.
GRADE LEVEL EXPECTATION TEKS STUDENT	110.46.b. 1.A. 110.46. 110.46. b.2.	Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.46.b. 1.A. 110.46. 110.46. b.2.	Read widely for further study. Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering,
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GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 1.A. 110.46. 110.46.b. 2.C. 110.46.b. 2.C. 110.47. 110.47. 110.47. 110.47.	Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits). The student uses a variety of word recognition strategies. The student is expected to: Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
GRADE LEVEL EXPECTATION	110.47.b. 4.D.	Summarize texts by identifying main ideas and relevant details.
GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
GRADE LEVEL EXPECTATION	110.47.b. 4.G.	Use questioning to enhance comprehension before, during, and after reading.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

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

GRADE LEVEL 2110.48.b. Identify explicit and implicit textual information in text. 4.E. GRADE LEVEL 2110.48.b. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 210.48. The student uses study strategies to learn from a variety of the EXPECTATION 5.A. asking relevant questions. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 25.A. asking relevant questions. STUDENT 26.A. The student expresses and supports responses to various ty expectation 5.A. The student expresses and supports responses to various ty expectation 5.A. reading, presentations, journals, written responses, or visual arts. GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth. 6.C. TEKS 110.49. Visual Media Analysis and Production (One-Half Credit). STUDENT 210.49. Distinguish the purposes of various media forms such as information, or expectation 1.B. GRADE LEVEL 110.49.b. Distinguish the purposes of various media forms such as information, or expectation 1.B. GRADE LEVEL 110.49.b. Precognize strategies used by media to inform, persuade, entertain, an expectation 1.C. perpetuation of stereotypes, use of visual representations, special effective personalities, logical fallacies, and use of symbols. TEKS 110.49. Evaluate the persuasive techniques of media messages such as glitte expectation 2.A. personalities, logical fallacies, and use of symbols.	
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EXPECTATION 2.A. personalities, logical fallacies, and use of symbols.	epresentations. The student is expected
TEKS 110.50. Contemporary Media (One Credit).	ring generalities, associations with
STUDENT 110.50. The student recognizes the types and functions of mass med EXPECTATION b.2.	a. The student is expected to:
GRADE LEVEL 110.50.b. Identify the types of mass media such as television, radio, Internet, por EXPECTATION 2.A. social networking, emailing, texting, search engines, and music.	
GRADE LEVEL 110.50.b. Analyze the roles of media as sources of information, entertainment, p EXPECTATION 2.B.	dcast, YouTube, newspaper, periodicals, blogs,
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.
LXI LC IX IION	I.A.	
TEKS	110.51.	Literary Genres (One-Half to One Credit).
	110.51. 110.51.	Literary Genres (One-Half to One Credit). The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
TEKS	110.51. 110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute
TEKS STUDENT EXPECTATION GRADE LEVEL	110.51. 110.51. b.2. 110.51.b. 2.B.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51. b.2. 110.51.b. 2.B. 110.51.b. 2.D. 110.51.b. 2.E.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.51. 110.51.b. 2.B. 110.51.b. 2.D. 110.51.b. 2.E. 110.51.b. 2.F.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: Propose and provide examples of themes that cross texts. Analyze relevance of setting and time frame to text's meaning. Identify basic conflicts. Describe the development of plot and how conflicts are addressed and resolved.

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

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

110.53.b. Use resources such as texts and other people for editing.

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

GRADE LEVEL

EXPECTATION

GRADE LEVEL

EXPECTATION

2.G.

2.H.

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

GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.
GRADE LEVEL 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.
		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		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	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

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

GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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 EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL	110.36.c.	Analyze use of text structure to achieve the author's purpose.

EXPECTATION 8.B.

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

GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

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

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.38.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

EXPECTATION 5.E.

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

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 1.C.	Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.39.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

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

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

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

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

TEKS

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

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

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

GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.A.	Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT	110.49.	The student recognizes/interprets visual representations as they apply to visual media. The student is
EXPECTATION	b.1.	expected to:
GRADE LEVEL	110.49.b. 1.B.	expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising,
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.49.b. 1.B. 110.49.b. 1.C. 110.49.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.49.b. 1.B. 110.49.b. 1.C. 110.49.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.49.b. 1.10.49.b. 1.10.49.b. 1.10.49. 110.49. 110.49.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.49.b. 1.0.49.b. 1.0.49.b. 110.49. 110.49.b. 110.49.b. 110.49.b. 110.50.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.

GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.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.
		Decease and Technical Writing (One Helf to One Credit)
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The

GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.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.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 110.58.b. Identify the components of the communication process and their functions.

EXPECTATION 1.B.

GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.E.	Identify types of nonverbal communication and their effects.
GRADE LEVEL EXPECTATION	110.58.b. 1.F.	Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL 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:
GRADE LEVEL EXPECTATION	110.58.b. 3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.4.	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 4.l.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.
TEKS	110.59.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	110.59. b.6.	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.b. 6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.4.	Rehearse and present. The student presents the final product. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
		UNIT 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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

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

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

TEKS

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

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

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

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

STUDENT 10.38.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.38.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.38.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.E. Interact with sources in meaningful ways such as notetaking, amortating, freewiting, or illustrating. EXPECTATION 7.D. Suddent recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.38.c. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion. TOI. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 110.38.c. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.38.c. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 7.F. Analyze the effectiveness of characteristics of multimodal and digital texts. EXPECTATION 8.E. Seruluate the subtor's use of language informs and shapes the perception of readers. EXPECTATION 8.E. Evaluate how the author's use of language informs and shapes the perception of readers.			
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EXPECTATION 8.D.			Evaluate use of text structure to achieve the author's purpose.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.			Evaluate how the author's use of language informs and shapes the perception of readers.
	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
		Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English IV (One Credit), Adopted 2017.
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TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	5.E. 110.39.c7. 110.39.c7.D. 110.39.c. 110.39.c. 110.39.c.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT	5.E. 110.39.c7. 110.39.c7.D.i. 110.39.c7.D.i.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	5.E. 110.39.c7. 110.39.c7.D.i. 110.39.c7.D.i. 110.39.c7110.39.c.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	5.E. 110.39.c7. 110.39.c7.D.i. 110.39.c7.D.i. 110.39.c7.F. 110.39.c. 110.39.c. 110.39.c.	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Critique and evaluate characteristics and structural elements of informational texts such as: Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.

GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.

GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT 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.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.

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

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

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

GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.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	110.54.b.	Write informational text.

EXPECTATION 3.B.

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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		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.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

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

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

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

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
ΓEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39 c	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.

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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL 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.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL	110.46.b.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.

EXPECTATION 1.B.

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

GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.6.	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b. 6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.7.	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.9.	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 9.A.	Generate relevant and interesting questions.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.

GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL 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	110.49 h	Evaluate the persuasive techniques of media messages such as glittering generalities, associations with
EXPECTATION	2.A.	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.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.
LAFECIATION	3.C.	
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
	110.53. 110.53.	
TEKS	110.53. 110.53. b.1.	Research and Technical Writing (One-Half to One Credit).
TEKS STUDENT EXPECTATION GRADE LEVEL	110.53. b.1. 110.53.b. 1.A.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53. b.1. 110.53.b. 1.A. 110.53.b. 1.B.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53. b.1. 110.53.b. 1.A. 110.53.b. 1.B.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53. 110.53.b.1. 110.53.b.1.A. 110.53.b.1.B. 110.53.b.1.C.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.53.b.1. 110.53.b.1. 110.53.b.1.A. 110.53.b.1.B. 110.53.b.1.C. 110.53.b.1.C.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose. Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.53.b.1. 110.53.b.1. 110.53.b.1.A. 110.53.b.1.B. 110.53.b.1.C. 110.53.b.1.C.	Research and Technical Writing (One-Half to One Credit). The student writes for a variety of purposes and audiences. The student is expected to: Write informative and persuasive texts, including essays, reports, and proposals. Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. Write in voice and style appropriate to audience and purpose. Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:

GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern 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:
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:
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.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100
		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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL 110.36.c. Make inferences and use evidence to support understanding.

EXPECTATION 4.F.

GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION		Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.

INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
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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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.A.	Compose literary texts such as fiction and poetry using genre characteristics and craft.
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110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

TEKS

STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.39.c	English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
STUDENT EXPECTATION	110.39.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.39.c. 9.A. 110.39.c. 110.39.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.39.c. 9.A. 110.39.c. 110.39.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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

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

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

STUDENT	110.47.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
EXPECTATION		The student formulates and supports responses to a wide variety of texts. The student is expected to.
GRADE LEVEL EXPECTATION	110.47.b. 8.D.	Support responses with explicit textual information.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.1.	The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	0.11 B 11
	110.46.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48.	The student comprehends texts using a variety of strategies. The student is expected to:
STUDENT	110.48. b.3.	
STUDENT EXPECTATION	110.48. b.3. 110.48.b. 3.A.	The student comprehends texts using a variety of strategies. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.48. b.3. 110.48.b. 3.A.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b.3.A. 110.48.b.3.A. 110.48.b.3.C. 110.48.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.48.b.3. 110.48.b.3.A. 110.48.b.3.C. 110.48.b.3.C.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.48.b.3.A. 110.48.b.3.C. 110.48.b.3.C. 110.48.b.4.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. College Readiness and Study Skills (One-Half Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b. 3.A. 110.48.b. 3.C. 110.48. 110.48. 110.48. 110.48.b. 4.E.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. College Readiness and Study Skills (One-Half Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Identify explicit and implicit textual information in text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.48.b.3.A. 110.48.b.3.A. 110.48.b.3.C. 110.48.b.4. 110.48.b.4. 110.48.b.4. 110.48.b.4. 110.48.b.4. 110.48.b.4.	The student comprehends texts using a variety of strategies. The student is expected to: Use self-monitoring reading strategies to make modifications when understanding breaks down. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. College Readiness and Study Skills (One-Half Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Identify explicit and implicit textual information in text. Support complex inferences with text evidence and experience.

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.	The student recognizes the types and functions of mass media. The student is expected to:
ZAI ZOTATION	b.2.	
GRADE LEVEL EXPECTATION		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	110.50.b. 2.A.	
GRADE LEVEL EXPECTATION GRADE LEVEL	110.50.b. 2.A.	social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 2.A. 110.50.b. 2.B. 110.50.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b. 2.A. 110.50.b. 2.B. 110.50. b.3.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50.b. 2.A. 110.50.b. 2.B. 110.50. b.3.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 2.A. 110.50.b. 2.B. 110.50. 110.50. b.3. 110.50.b. 3.B.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.50.b. 2.A. 110.50.b. 2.B. 110.50. 110.50. b.3. 110.50.b. 3.B. 110.50. b.4.	Social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 2.A. 110.50.b. 2.B. 110.50. 110.50.b. 3.B. 110.50. 110.50. 110.50. 110.50.b.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 2.A. 110.50.b. 2.B. 110.50. 110.50. 110.50. 1.50. 110.50. 110.50. 110.50. 110.50. 110.50. 110.50.	social networking, emailing, texting, search engines, and music. Analyze the roles of media as sources of information, entertainment, persuasion, and education. Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".

GRADE LEVEL EXPECTATION	110.50.b. 5.C.	Plan, organize, produce, and present media messages.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.1.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 1.A.	Expand vocabulary through wide reading, listening, and discussion.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
GRADE LEVEL EXPECTATION	110.52.b. 1.G.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION	110.52.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.52.b. 2.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** 110.52. The student applies the conventions of usage and the mechanics of written English to communicate EXPECTATION b.3. clearly and effectively. The student is expected to: **GRADE LEVEL** 110.52.b. Use correct capitalization and punctuation. **EXPECTATION** 3.A. **GRADE LEVEL** 110.52.b. Spell with accuracy in the final draft. **EXPECTATION GRADE LEVEL** 110.52.b. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, EXPECTATION 3.C. and verb forms in the final draft. TEKS Creative Writing (One-Half to One Credit). 110.52. **STUDENT** 110.52. The student evaluates his/her own writing and the writings of others. The student is expected to: EXPECTATION b.4. **GRADE LEVEL** 110.52.b. Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various **EXPECTATION** 4.A. points of view, literary devices, and figurative language. **TEKS** 110.53. Research and Technical Writing (One-Half to One Credit). **STUDENT** 110.53. The student writes for a variety of purposes and audiences. The student is expected to: EXPECTATION b.1. **GRADE LEVEL** 110.53.b. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. **EXPECTATION** Research and Technical Writing (One-Half to One Credit). **TEKS** 110.53. **STUDENT** 110.53. The student selects and uses recursive writing processes for self-initiated and assigned writing. The EXPECTATION b.2. student is expected to: **GRADE LEVEL** 110.53.b. Apply prewriting strategies to generate ideas and plan. **EXPECTATION** 2.A. GRADE LEVEL 110.53.b. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. EXPECTATION 2.B. **GRADE LEVEL** 110.53.b. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose. EXPECTATION 2.C. **GRADE LEVEL** 110.53.b. Use effective sequence and transitions to achieve coherence and meaning. **EXPECTATION** 2.D.

110.53.b. Revise drafts by rethinking content, organization, and style to better accomplish the task.

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

110.53.b. Use resources such as texts and other people for editing.

GRADE LEVEL

EXPECTATION

GRADE LEVEL

EXPECTATION

GRADE LEVEL

EXPECTATION

2.E.

2.F.

2.G.

GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL 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	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108
		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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	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 stude is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.

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

	110.36.c. .D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
	L10.36.c. .D.iv.	Correct capitalization.
	110.36.c. .D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
	L10.36.c. .D.vi.	Correct spelling.
TEKS 11	10.36. I	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT 1: EXPECTATION .9).	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL 12		Publish written work for appropriate audiences.
EXPECTATION 9.1		
	10.37. E	English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS 11	.10.37.c.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS 11 STUDENT 1: EXPECTATION 3.	.10.37.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
TEKS 11 STUDENT 1: EXPECTATION 3.	10.37.c. 10.37.c	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS 11 STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION .4	10.37.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
TEKS 11 STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION .4 GRADE LEVEL 1: EXPECTATION 4. GRADE LEVEL 1: GRADE LEVEL 1: EXPECTATION 4.	10.37.c 10.37.c 1. 10.37.c 1.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4.	.10.37.c10.37.c10.37.c10.37.c10.37.c10.37.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.
STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4.	.10.37.c10.37.c10.37.c10.37.c10.37.cB.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information.
TEKS 11 STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4.	10.37.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding.
STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4.	10.37.c. 10.37.c. 10.37.c. 10.37.c. 10.37.c. 10.37.c. 10.37.c. 10.37.c. 11.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions,
TEKS 11 STUDENT 1: EXPECTATION 3. TEKS 11 STUDENT 1: EXPECTATION 4. GRADE LEVEL 1: EXPECTATION 4. TEKS 11	10.37.c.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, English II (One Credit), Adopted 2017. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts. Generate questions about text before, during, and after reading to deepen understanding and gain information. Make inferences and use evidence to support understanding. Evaluate details read to determine key ideas. 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		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:

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

GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
TEKS	110.46.	Independent Study in English (One-Half to One Credit).

STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.2.	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
GRADE LEVEL EXPECTATION	110.47.b. 3.E.	Read for enjoyment.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	110.47. b.4.	The student comprehends texts using effective strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.b. 4.B.	Determine and adjust purpose for reading.
	4.B.	Determine and adjust purpose for reading. Use questioning to enhance comprehension before, during, and after reading.
EXPECTATION GRADE LEVEL	4.B. 110.47.b.	
GRADE LEVEL EXPECTATION	4.B. 110.47.b. 4.G. 110.47.	Use questioning to enhance comprehension before, during, and after reading.
GRADE LEVEL EXPECTATION TEKS STUDENT	4.B. 110.47.b. 4.G. 110.47. 110.47. b.5.	Use questioning to enhance comprehension before, during, and after reading. Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	4.B. 110.47.b. 4.G. 110.47. 110.47. 110.47. 110.47.b.	Use questioning to enhance comprehension before, during, and after reading. Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	4.B. 110.47.b. 4.G. 110.47. 110.47. b.5. 110.47.b. 110.47.	Use questioning to enhance comprehension before, during, and after reading. Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts.

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 40 h	
	1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
EXPECTATION	1.B. 110.49.b.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising,
EXPECTATION	1.B. 110.49.b. 1.C. 110.49.	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 STUDENT	1.B. 110.49.b. 1.C. 110.49. 110.49. b.2.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	1.B. 110.49.b. 1.C. 110.49. 110.49. 110.49.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with
TEKS STUDENT EXPECTATION GRADE LEVEL	1.B. 110.49.b. 1.C. 110.49. 110.49. b.2. 110.49.b. 2.A. 110.50.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language. Visual Media Analysis and Production (One-Half Credit). The student analyzes and critiques the significance of visual representations. The student is expected to: Evaluate the persuasive techniques of media messages such as glittering generalities, associations with personalities, logical fallacies, and use of symbols.

GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.4.	The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 4.C.	Evaluate standards for "quality programming".
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.5.	The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
	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.l.	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.
		Decease and Technical Writing (One Helf to One Credit)
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The

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

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

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

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

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

STUDENT EXPECTATION		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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

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.
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text and read independently for a sustained period of time.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select

TEKS	110.36.	English Language	Arts and Reading.	English L(C	One Credit). A	dopted 2017.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.		
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.		
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.		
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.		
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.		
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.		
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.		
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.		
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.		
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.		
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.		
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:		
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.		
INDICATOR	110.06.5	Multiple organizational natterns within a toyt to develop the these		

110.36.c. Multiple organizational patterns within a text to develop the thesis.

INDICATOR

7.D.ii.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
		across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL 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	.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	.9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	.9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.

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

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

STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Th student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.		
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.		
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.		
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.		
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:		
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.		
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.		
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.		
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.		
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.		
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:		
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.		
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.		
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.		

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.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.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

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

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

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		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
		Grade 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.
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).
TEKS STUDENT EXPECTATION	110.46.	Independent Study in English (One-Half to One Credit). The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:
STUDENT	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual
STUDENT EXPECTATION	110.46. b.2. 110.46.b. 2.C.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.46.b. 2.C. 110.46.b. 2.C.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 2.C. 110.46.b. 2.D.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.E. 110.47.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.D. 110.47.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.D. 110.47. 110.47. 110.47.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits). The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 2.C. 110.46.b. 2.D. 110.46.b. 2.D. 110.47. 110.47. 110.47. 110.47.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. Use writing as a tool such as to reflect, explore, or problem solve. Reading I, II, III (One-Half to Three Credits). The student uses a variety of word recognition strategies. The student is expected to: Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

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

110.47.b. Analyze the presentation of information and the strength of quality of the evidence used by the author.

GRADE LEVEL

EXPECTATION

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.

110.48. College Readiness and Study Skills (One-Half Credit).

STUDENT 110.48. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION b.3.

TEKS

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

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	110.50.b.	Evaluate standards for "quality programming".
EXPECTATION	4.C.	
TEKS	4.C.	Contemporary Media (One Credit).
	4.C. 110.50.	
TEKS STUDENT	4.C. 110.50. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
TEKS STUDENT EXPECTATION GRADE LEVEL	4.C. 110.50. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	4.C. 110.50. 110.50. b.5. 110.50.b. 5.C. 110.51.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	4.C. 110.50. 110.50. b.5. 110.50.b. 5.C. 110.51. 110.51.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit).
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	4.C. 110.50. 110.50.b.5. 110.50.b. 5.C. 110.51. 110.51.b.3.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	4.C. 110.50. 110.50. b.5. 110.50.b. 5.C. 110.51. 110.51. b.3. 110.51.b. 3.A.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	4.C. 110.50. 110.50.b.5. 110.50.b. 5.C. 110.51. 110.51.b. 3.A. 110.51.b. 3.C. 110.51.	Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to: Plan, organize, produce, and present media messages. Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

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

EXPECTATION 1.A.

GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.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).
CTUDENT	110.54.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
EXPECTATION		
	b.3.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text. Write informational text.
GRADE LEVEL EXPECTATION GRADE LEVEL	110.54.b. 3.A. 110.54.b. 3.B.	
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C.	Write informational text.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54.	Write informational text. Practice effective, efficient note taking.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION FEKS STUDENT EXPECTATION GRADE LEVEL	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54. 110.54.	Write informational text. Practice effective, efficient note taking. Practical Writing Skills (One-Half to One Credit).
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.54.b. 3.A. 110.54.b. 3.B. 110.54.b. 3.C. 110.54. 110.54. 5.B.	Write informational text. Practice effective, efficient note taking. Practical Writing Skills (One-Half to One Credit). The student analyzes informational text. The student is expected to:

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

EXPECTATION 2.G.

GRADE LEVEL EXPECTATION	110.58.b. 2.H.	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.
TEKS	110.63.	Independent Study in Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.63. b.1.	The student refines and enhances journalistic skills. The student is expected to:
GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
EXPECTATION	.7.D. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.i. 110.36.c. 7.D.ii.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR INDICATOR	110.36.c. 7.D.i. 110.36.c. 7.D.ii. 110.36.c	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis.
INDICATOR INDICATOR TEKS STUDENT	110.36.c. 7.D.i. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	110.36.c. 7.D.i. 110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 110.36.c. 7.F. 110.36.c. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 110.36.c. 7.F.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 110.36.c. 110.36.c. 8.B.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 110.36.c. 110.36.c. 8.B. 110.36.c.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze use of text structure to achieve the author's purpose.
INDICATOR INDICATOR INDICATOR TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION TEKS STUDENT EXPECTATION	110.36.c. 7.D.ii. 110.36.c. 7.D.ii. 110.36.c. 7.F. 110.36.c. 110.36.c. 8.B. 110.36.c. 110.36.c. 9.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. Multiple organizational patterns within a text to develop the thesis. English Language Arts and Reading, English I (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Analyze characteristics of multimodal and digital texts. English Language Arts and Reading, English I (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze use of text structure to achieve the author's purpose. English Language Arts and Reading, English I (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use

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

EXPECTATION 11.C.

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

GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.

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

STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:

INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.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		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 avoplagiarism.
GRADE LEVEL EXPECTATION	110.38.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-self text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comptexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.

GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
	110.55.	
STUDENT EXPECT ATION	110.39.c	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	110.39.c .8.	meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order
GRADE LEVEL	110.39.c . 8. 110.39.c. 8.B.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

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

GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	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:
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.
EKS	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		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.
EKS	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.

STUDENT 110.47. The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:

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

TEKS

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:
	b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL	b.5. 110.47.b. 5.A.	of varying lengths. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	b.5. 110.47.b. 5.A.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 5.A. 110.47.b. 5.B. 110.47.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes. Identify explicit and implicit meanings of texts.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b. 5.A. 110.47.b. 5.B. 110.47.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes. Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b. 5.A. 110.47.b. 5.B. 110.47. 110.47. 6.A.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes. Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 5.A. 110.47.b. 5.B. 110.47. 110.47. 6.A.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes. Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 5.A. 110.47.b. 5.B. 110.47. 110.47.b. 6.A. 110.47.b. 110.47.b.	of varying lengths. The student is expected to: Find similarities and differences across texts such as explanations, points of view, or themes. Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author.

EXPECTATION 7.A.

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

110.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.

STUDENT

GRADE LEVEL 110 EXPECTATION 4.D.

EXPECTATION b.4.

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:			

110.53.b. Apply prewriting strategies to generate ideas and plan.

GRADE LEVEL

EXPECTATION 2.A.

GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.	
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.	
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.	
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.	
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.	
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.	
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).	
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:	
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.	
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.	
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.	
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).	
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).	
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:	
GRADE LEVEL EXPECTATION	110.54.b. 1.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.
	5.G.	Analyze how an author's use of language creates imagery and mood. Analyze insights gained from text to text, text to self, and text to world.
EXPECTATION GRADE LEVEL	5.G. 110.54.b.	
GRADE LEVEL EXPECTATION	5.G. 110.54.b. 5.H. 110.63.	Analyze insights gained from text to text, text to self, and text to world.

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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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select ext and read independently for a sustained period of time.			
TEKS	110.36.	nglish Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.			
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.			
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.			
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.			
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.			
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.			
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.			
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.			
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			

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

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c	English Language Arts and Reading, English I (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
STUDENT	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
STUDENT EXPECTATION	110.36.c .11. 110.36.c. 11.C.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. 110.36.c. 11.C. 110.36.c. 11.E.	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: Develop and revise a plan.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.36.c. 110.36.c. 11.C. 110.36.c. 11.E.	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: Develop and revise a plan. Locate relevant sources.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.36.c. 11.C. 110.36.c. 11.E. 110.36.c. 11.F. 110.36.c.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan. Locate relevant sources. Synthesize information from a variety of sources. English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.36.c. 11.C. 110.36.c. 11.E. 110.36.c. 11.F. 110.36.c.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan. Locate relevant sources. Synthesize information from a variety of sources. English Language Arts and Reading, English I (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.36.c. 110.36.c. 11.C. 110.36.c. 11.E. 110.36.c. 11.F. 110.36.c. 110.36.c. 110.36.c.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan. Locate relevant sources. Synthesize information from a variety of sources. English Language Arts and Reading, English I (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for:

TEKS	110 36	English Language	e Arts and Reading	Fnalish I (On	Credit) A	donted 2017
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STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.	
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.	
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.	
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.	
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.	
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.	
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.	
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.	
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	

GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.

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

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

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

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:					
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.					
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.					
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.					
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:					
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.					
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.					
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.					
TEKS	110.38.	Fundish Laurung Arta and Basding Fundish III (One Gradit) Adapted 2017					
		English Language Arts and Reading, English III (One Credit), Adopted 2017.					
STUDENT EXPECTATION	110.38.c	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:					
	110.38.c .10.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The					
GRADE LEVEL	110.38.c .10. 110.38.c. 10.E.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:					
GRADE LEVEL EXPECTATION	110.38.c. 110.38.c. 10.E. 110.38.c	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft.					
GRADE LEVEL EXPECTATION TEKS STUDENT	110.38.c. 110.38.c. 10.E. 110.38.c. 110.38.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of					
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.38.c. 10.E. 110.38.c. 110.38.c. 110.38.c. 110.38.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:					
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 10.E. 110.38.c. 110.38.c. 110.38.c. 11.C.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan.					
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 110.38.c. 10.E. 110.38.c. 110.38.c. 11.C. 110.38.c. 11.E.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan. Locate relevant sources.					
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.38.c. 110.38.c. 110.38.c. 110.38.c. 110.38.c. 11.C. 110.38.c. 11.E. 110.38.c. 11.F.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose literary analysis using genre characteristics and craft. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Develop and revise a plan. Locate relevant sources. Synthesize information from a variety of sources.					

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

GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.						
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.						
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.						
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	nteract 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 textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:						
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.						
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						

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

INDICATOR	110.39.c. 11.G.i.	Credibility, bias, and accuracy.						
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.						
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.						
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:						
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.						
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.						
		Grade 10 - Adopted: 2011						
TEKS	110.46.	Independent Study in English (One-Half to One Credit).						
STUDENT EXPECT ATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:						
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.						
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.						
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.						
TEKS	110.46.	Independent Study in English (One-Half to One Credit).						
STUDENT EXPECTATION	110.46. b.2.	The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:						
GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.						
GRADE LEVEL EXPECTATION	110.46.b. 2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.						
GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.						
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).						
STUDENT EXPECTATION	110.47. b.1.	The student uses a variety of word recognition strategies. The student is expected to:						
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.						

STUDENT 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:

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

STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.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.C.	Write in voice and style appropriate to audience and purpose.				
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).				
STUDENT 110.53. The student selects and uses recursive writing processes for self-initiated and assigned w student is expected to:						
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.				
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.				
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.				
GRADE LEVEL EXPECTATION	110.53.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.				
GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.				
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.				
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.				
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:				
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using availab technology such as audio, video, print, non-print, graphics, maps, and charts.				
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).				
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:				
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.				
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.				
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.				
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS				

TEKS	110.54.	Practical Writing	Skills	(One-Half to (One Credit).
IEVO	110.54.	Practical writing	OKIIIS I	(One-Hall to t	Jile Creatt)

GRADE LEVEL

EXPECTATION 5.F.

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

110.54.b. Analyze the audience and purpose of informational and persuasive text.

GRADE LEVEL EXPECTATION	110.54.b. 5.G.	Analyze how an author's use of language creates imagery and mood.
GRADE LEVEL EXPECTATION	110.54.b. 5.H.	Analyze insights gained from text to text, text to self, and text to world.
TEKS	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.63.	Independent Study in Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.63. b.1.	The student refines and enhances journalistic skills. The student is expected to:
GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
		UNIT 7: INVENTIVE WRITING Week 13 Page 143-150
		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		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The stude is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses 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.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL		
EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
	9.E.	Publish written work for appropriate audiences. English Language Arts and Reading, English II (One Credit), Adopted 2017.
EXPECTATION	9.E. 110.37. 110.37.c	
TEKS STUDENT	9.E. 110.37. 110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	9.E. 110.37. 110.37.c .5. 110.37.c. 5.E.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	9.E. 110.37. 110.37.c. .5. 110.37.c. 110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.E. 110.37. 110.37.c. .5. 110.37.c. 110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		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 studen is expected to:
GRADE LEVEL	110.38.c.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

EXPECTATION 5.E.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.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		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses 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.

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
		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:
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.
	1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion. Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
GRADE LEVEL	1.B. 110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising,

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

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

GRADE LEVEL EXPECTATION	110.54.b. 1.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:
	b.3.	
GRADE LEVEL	b.3. 110.54.b.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL	b.3. 110.54.b.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Write informational text.
GRADE LEVEL EXPECTATION	b.3. 110.54.b.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Write informational text. UNIT 7: INVENTIVE WRITING Week 14 Page 151-156 Texas Essential Knowledge and Skills (TEKS) Language Arts
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Write informational text. UNIT 7: INVENTIVE WRITING Week 14 Page 151-156 Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 10 - Adopted: 2017
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.54.b. 3.B. 110.36.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Write informational text. UNIT 7: INVENTIVE WRITING Week 14 Page 151-156 Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 10 - Adopted: 2017 English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
GRADE LEVEL EXPECTATION TEKS STUDENT	110.54.b. 3.B. 110.36. 110.36.c. 3.	The student reads and writes for a variety of audiences and purposes. The student is expected to: Write informational text. UNIT 7: INVENTIVE WRITING Week 14 Page 151-156 Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 10 - Adopted: 2017 English Language Arts and Reading, English I (One Credit), Adopted 2017. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

110.36.c. Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL 110 EXPECTATION 4.B.

GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.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		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c.	Using an organizing structure appropriate to purpose, audience, topic, and context.

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

9.B.i.

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

	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
110.37.c. 4.F.	Make inferences and use evidence to support understanding.
110.37.c. 4.G.	Evaluate details read to determine key ideas.
110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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.
110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
	.4. 110.37.c. 4.A. 110.37.c. 4.B. 110.37.c. 4.F. 110.37.c. 4.I. 110.37.c. 5.A. 110.37.c. 5.A. 110.37.c. 6.A. 110.37.c. 6.A. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c.

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

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

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

GRADE LEVEL EXPECTATION	110.38.c. 7.B.	Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL	110 29 0	Compose correspondence in a professional or friendly structure.
EXPECTATION	10.56.C. 10.D.	compose concepting in a professional of menally stateage.

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

EXPECTATION 6.C.

TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.B.	Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures.
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process.
	.9.	The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	.9. 110.39.c .9.B.	appropriate conventions. The student is expected to:
	110.39.c	appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
EXPECTATION	110.39.c .9.B.	appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c. 9.B.i. 110.39.c. 9.B.ii.	appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples,
INDICATOR INDICATOR	110.39.c. 9.B.i. 110.39.c. 9.B.ii. 110.39.c. 110.39.	appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
INDICATOR INDICATOR TEKS STUDENT	110.39.c. 9.B.i. 110.39.c. 9.B.ii. 110.39.c. 9.B.ii.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: Using strategic organizational structures appropriate to purpose, audience, topic, and context. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use

GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.D.	Compose correspondence in a professional or friendly structure.
		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.	The student uses a variety of word recognition strategies. The student is expected to:
		The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	b.1.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
GRADE LEVEL	b.1. 110.47.b. 1.A.	
GRADE LEVEL EXPECTATION	110.47.b. 1.A. 110.47.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b. 110.47. 110.47. 120.47.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. Reading I, II, III (One-Half to Three Credits). The student acquires an extensive vocabulary through reading and systematic word study. The
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b. 110.47. 110.47. 110.47. 110.47.b.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. Reading I, II, III (One-Half to Three Credits). The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 110.47. 110.47.b. 110.47.b. 110.47.b. 110.47.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. Reading I, II, III (One-Half to Three Credits). The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: Expand vocabulary by reading, viewing, listening, and discussing.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	b.1. 110.47.b. 1.A. 110.47. 110.47.b. 2.A. 110.47. 110.47. 1.3.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. Reading I, II, III (One-Half to Three Credits). The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: Expand vocabulary by reading, viewing, listening, and discussing. Reading I, II, III (One-Half to Three Credits). The student reads for a variety of purposes with multiple sources, both narrative and expository. The

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

110.48.b. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and

GRADE LEVEL

EXPECTATION 1.B.

to discover models for writing.

STUDENT EXPECTATION b.2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL EXPECTATION 2A. Expand vocabulary through wide reading, viewing, listening, and discussion. GRADE LEVEL 110.48.b. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.3. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. Use self-monitoring reading strategies to make modifications when understanding breaks down. GRADE LEVEL EXPECTATION 3.C. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. STUDENT EXPECTATION 5.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4D. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. GRADE LEVEL EXPECTATION 4D. Support complex inferences with text evidence and experience. GRADE LEVEL EXPECTATION 4F. College Readiness and Study Skills (One-Half Credit). TEKS 110.48.b. Support complex inferences with text evidence and experience. 4F. College Readiness and Study Skills (One-Half Credit).
EXPECTATION 2.A. GRADE LEVEL EXPECTATION 2.F. box 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 3.A. The student comprehends texts using a variety of strategies. The student is expected to: BY 110.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. GRADE LEVEL EXPECTATION 3.C. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. 3.C. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 1.0.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4.D. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL EXPECTATION 4.E. Use self-monitoring reading such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL EXPECTATION 4.E. Use self-monitoring reading such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL EXPECTATION 4.E. Use self-monitoring reading such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL EXPECTATION 4.E. Use self-monitoring 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 3.4. The student comprehends texts using a variety of strategies. The student is expected to: STUDENT EXPECTATION 3.4. Use self-monitoring reading strategies to make modifications when understanding breaks down. 3.4. Use self-monitoring reading strategies to make modifications when understanding breaks down. 3.6. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. 3.7. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). 3.6. STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: 3.7. Between the student reads critically to evaluate texts and the authority of sources. The student is expected to: 3.8. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.0. 4.5. Support complex inferences with text evidence and experience. 4.6. Support complex inferences with text evidence and experience.
STUDENT EXPECTATION b.3. The student comprehends texts using a variety of strategies. The student is expected to: 110.48.b. Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION 5.3. GRADE LEVEL EXPECTATION 3.A. GRADE LEVEL 110.48.b. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. 3.C. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4.D. GRADE LEVEL 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text. 4.E. GRADE LEVEL 210.48.b. Support complex inferences with text evidence and experience. 4.F.
EXPECTATION 3.A. GRADE LEVEL EXPECTATION 3.C. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4.D. GRADE LEVEL EXPECTATION 4.D. GRADE LEVEL EXPECTATION 4.E. GRADE LEVEL EXPECTATION 4.E. Support complex inferences with text evidence and experience. 4.F.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 110.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: GRADE LEVEL EXPECTATION 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.E. GRADE LEVEL EXPECTATION 110.48.b. Identify explicit and implicit textual information in text. 4.E. GRADE LEVEL EXPECTATION 110.48.b. Support complex inferences with text evidence and experience. 4.F.
STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: GRADE LEVEL EXPECTATION 4.D. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text. EXPECTATION 4.E. Support complex inferences with text evidence and experience. EXPECTATION 4.F.
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GRADE LEVEL 110.48.b. Support complex inferences with text evidence and experience. EXPECTATION 4.E. 4.E. 4.E. 4.F.
EXPECTATION 4.F.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit).
. 2.15 220101 Sonogo Houannood and Otady Othino (One Hair Ordaity)
STUDENT 110.48. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION b.5.
GRADE LEVEL 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and EXPECTATION 5.A. asking relevant questions.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit).
STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to: b.6.
GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth. EXPECTATION 6.C.
TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).
STUDENT 110.49. The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:

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

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

TERS	110.51.	Entertary defines (one-main to one dream).
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.l.	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		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		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	110.53.b.	Write in voice and style appropriate to audience and purpose.

EXPECTATION 1.C.

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

GRADE LEVEL 110.54.b. Use correct spelling.

EXPECTATION 1.B.

GRADE LEVEL EXPECTATION	110.54.b. 1.E.	Use appropriate vocabulary.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.E.	Revise drafts by rethinking content, organization, and style to better accomplish the task.
GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.62.	Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160
		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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL	110.36.c.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

EXPECTATION 4.B.

GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		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		Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.36.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c	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.

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

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.

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

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		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.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.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.

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

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		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.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	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.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:
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).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
STUDENT	110.47. b.3.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The
STUDENT EXPECTATION	110.47. b.3. 110.47.b. 3.D.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.47. b.3. 110.47.b. 3.D.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: Read to gain content/background knowledge as well as insight about oneself, others, or the world.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b. 3.D. 110.47.b. 3.E. 110.47.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: Read to gain content/background knowledge as well as insight about oneself, others, or the world. Read for enjoyment.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b.3.D. 110.47.b.3.D. 110.47.b.3.E. 110.47.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: Read to gain content/background knowledge as well as insight about oneself, others, or the world. Read for enjoyment. Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b. 3.D. 110.47.b. 3.E. 110.47. 110.47. 110.47. 4.B.	The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: Read to gain content/background knowledge as well as insight about oneself, others, or the world. Read for enjoyment. Reading I, II, III (One-Half to Three Credits). The student comprehends texts using effective strategies. The student is expected to:

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.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
TEKS	110.47.	Reading I, II, III (One-Half to Three Credits).
TEKS STUDENT EXPECTATION	110.47. 110.47.	Reading I, II, III (One-Half to Three Credits). The student formulates and supports responses to a wide variety of texts. The student is expected to:
STUDENT	110.47. 110.47. b.8.	
STUDENT EXPECTATION	110.47. 110.47. b.8.	The student formulates and supports responses to a wide variety of texts. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47. 110.47. b.8. 110.47.b. 8.D. 110.47.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47. b.8. 110.47.b. 8.D. 110.47.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47. b.8. 110.47.b. 8.D. 110.47. 110.47. b.9.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads and responds to informational texts. The student is expected to: Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47. b.8. 110.47.b. 8.D. 110.47. 110.47. b.9. 110.47.b. 9.C.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads and responds to informational texts. The student is expected to: Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.47. b.8. 110.47.b. 8.D. 110.47. b.9. 110.47. b.9. 110.48. b.1.	The student formulates and supports responses to a wide variety of texts. The student is expected to: Support responses with explicit textual information. Reading I, II, III (One-Half to Three Credits). The student reads and responds to informational texts. The student is expected to: Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student

### STUDENT 10.48. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. Analyze aspects of laxts such as organizational patterns, diction, format, and tone for their effect on audiences. ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). ### STUDENT 10.48. Coll	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
GRADE LEVEL 110.48.b. Use comext to determine meanings of words and phrases such as figurative language, kilomatic expressions, homonyms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 5.3. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 5.3. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 5.3. GRADE LEVEL 110.48.b. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. EXPECTATION 5.3. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.5. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text EXPECTATION 4.5. STUDENT 210.48. The student uses study skills (One-Half Credit). STUDENT 210.48. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.4. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.4. The student uses study 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 210.48. College Readiness and Study Skills (One-Half Credit). STUDENT 210.48. College Readiness and Study Skills (One-Half Credit). STUDENT 210.48. The student expresses and supports responses to various types of texts. The student is expected to: EXPECTATION 5.5. The student expresses and supports responses to various types of texts. The student is expected to: EXPECTATION 5.5.			
TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. In student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3.4. GRADE LEVEL 210.48.b. Use self-monitoring reading strategies to make modifications when understanding breaks down. GRADE LEVEL 210.48.b. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. EXPECTATION 3.C. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 210.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4.D. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.D. Understand implicit textual information in text. EXPECTATION 4.E. College Readiness and Study Skills (One-Half Credit). STUDENT 24.E. Understand implicit textual information in text. EXPECTATION 4.E. College Readiness and Study Skills (One-Half Credit). STUDENT 25.E. Understand implicit textual information in text. EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.4. Use effective reading strategies to recall material from text such as previewing, skinming, scanning, rereading, and asking relevant questions. TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 25.E. Understand in the student expresses and supports responses to various types of texts. The student is expected to: EXPECTATION 5.4. The student expresses and supports responses to various types of texts. The student is expected to: EXPECTATION 5.6. The student expresses and supports responses to various types of texts. The student is expected to:			Expand vocabulary through wide reading, viewing, listening, and discussion.
STUDENT EXPECTATION b.3. The student comprehends texts using a variety of strategies. The student is expected to: SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use self-monitoring reading strategies to make modifications when understanding breaks down. SA. Use strategies to make modifications when understanding breaks down. STUDENT (10.48.) Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. STUDENT (10.48.) The student reads critically to evaluate texts and the authority of sources. The student is expected to: STUDENT (10.48.) Support complex inferences with textual information in text. STUDENT (10.48.) College Readiness and Study Skills (One-Half Credit). STUDENT (10.48.) Use effective reading strategies to learn from a variety of texts. The student is expected to: STUDENT (10.48.) College Readiness and Study Skills (One-Half Credit). STUDENT (10.48.) College Readiness and Study Skills (One-Half Credit). STUDENT (10.48.) College Readiness and Study Skills (One-Half Credit).			
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EXPECTATION 3.A. GRADE LEVEL EXPECTATION 3.C. TEKS 110.48.b. Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. 3.C. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: 6.4. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL EXPECTATION 4.D. Understand implicit textual information in text. 4.E. GRADE LEVEL EXPECTATION 4.F. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). GRADE LEVEL EXPECTATION 5.A. The student uses study strategies to learn from a variety of texts. The student is expected to: 6.A. asking relevant questions. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.A. The student expresses and supports responses to various types of texts. The student is expected to: 6.A. The student expresses and supports responses to various types of texts. The student is expected to: 6.A. Expectation 6.6. The student expresses and supports responses to various types of texts. The student is expected to: 6.A. Expectation 6.6.			The student comprehends texts using a variety of strategies. The student is expected to:
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: b.4. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. GRADE LEVEL EXPECTATION 4.D. Identify explicit and implicit textual information in text. 4.E. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: b.5. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. Variety explicit and implicit textual information in text. 4.E. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 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 5.A. The student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expected to: b.6. Student expresses and supports responses to various types of texts. The student is expected to: b.6. Student expected to			Use self-monitoring reading strategies to make modifications when understanding breaks down.
STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: GRADE LEVEL EXPECTATION 4.D. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. 4.D. 4.D. 4.D. 4.D. 4.D. 4.D. 4.			Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
GRADE LEVEL 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. 4.D. 4.D. 4.D. 4.D. 4.D. 4.D. 4.	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
EXPECTATION 4.D. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text. EXPECTATION 4.E. GRADE LEVEL 110.48.b. Support complex inferences with text evidence and experience. EXPECTATION 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.5. The student uses study strategies to learn from a variety of texts. The student is expected to: BRADE LEVEL 110.48.b. 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 b.6. The student expresses and supports responses to various types of texts. The student is expected to: EXPECTATION b.6. Evaluate personal responses to reading for evidence of growth.			The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION 4.E. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL EXPECTATION 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 5.A. The student expresses and supports responses to various types of texts. The student is expected to: BYUDENT EXPECTATION 110.48. The student expresses and supports responses to various types of texts. The student is expected to: BYUDENT EXPECTATION 110.48. Evaluate personal responses to reading for evidence of growth.			Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.6. The student expresses and supports responses to various types of texts. The student is expected to: GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth.			Identify explicit and implicit textual information in text.
STUDENT EXPECTATION 110.48. b.5. The student uses study strategies to learn from a variety of texts. The student is expected to: Brade Level 110.48.b. 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 110.48. The student expresses and supports responses to various types of texts. The student is expected to: Brade Level 110.48.b. Evaluate personal responses to reading for evidence of growth.			Support complex inferences with text evidence and experience.
GRADE LEVEL 110.48.b. 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 b.6. The student expresses and supports responses to various types of texts. The student is expected to: GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth.	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.6. The student expresses and supports responses to various types of texts. The student is expected to: GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth.			The student uses study strategies to learn from a variety of texts. The student is expected to:
STUDENT EXPECTATION 110.48. The student expresses and supports responses to various types of texts. The student is expected to: GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth.			
GRADE LEVEL 110.48.b. Evaluate personal responses to reading for evidence of growth.	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
			The student expresses and supports responses to various types of texts. The student is expected to:
			Evaluate personal responses to reading for evidence of growth.
TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).	TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT 110.49. The student recognizes/interprets visual representations as they apply to visual media. The student is expected to:			

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

TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.2.	The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.
GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL		
EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	3.A.	Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
GRADE LEVEL	3.A. 110.51.b. 3.C.	
GRADE LEVEL EXPECTATION	3.A. 110.51.b. 3.C. 110.52.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
GRADE LEVEL EXPECTATION TEKS STUDENT	3.A. 110.51.b. 3.C. 110.52. 110.52. b.2.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	3.A. 110.51.b. 3.C. 110.52. 110.52.b. 2.A.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	3.A. 110.51.b. 3.C. 110.52. 110.52.b. 2.A. 110.52.b. 2.B.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Select and apply prewriting strategies to generate ideas, develop voice, and plan.

APPECIATION 3.C. and vetb toms in the hoal dist. 10.53. Research and Technical Writing (One-Half to One Credit). 10.53. TUDENT (APPECIATION b.2.) 10.53. The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: 10.53. Apply prewriting strategies to generate ideas and plan. EKS (10.53. Research and Technical Writing (One-Half to One Credit). 10.53. The student writes to investigate self-selected and assigned topics. The student is expected to: 10.53. The student writes to investigate self-selected and assigned topics. The student is expected to: 10.53. Research and Technical Writing (One-Half to One Credit). 10.53. Research and Technical Writing (One-Half to One Credit). 10.53. Research and Technical Writing (One-Half to One Credit). 10.53. Research and Technical Writing (One-Half to One Credit). 10.54. TUDENT (A.C.) Demonstrate control over grammatical elements such as subject with agreement, pronoun-antecedent agreement, and weth toms in final dirafts. 10.54. Demonstrate control over grammatical elements such as subject with agreement, pronoun-antecedent agreement, and weth toms in final dirafts. 10.54. TUDENT (A.C.) Demonstrate control over grammatical elements such as subject with agreement, pronoun-antecedent agreement, and weth toms in final dirafts. 10.54. Practical Writing Skills (One-Half to One Credit). 10.55. TUDENT (A.C.) Practical Writing Skills (One-Half to One Credit). 10.56. TUDENT (A.C.) Practical Writing Skills (One-Half to One Credit). 10.54. TUDENT (A.C.) Practical Writing Skills (One-Half to One Credit). 10.54. Practical Writing Skills (One-Half to One Credit). 10.55. Practical Writing Skills (One-Half to One Credit			
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EKS 110.53. Research and Technical Writing (One-Half to One Credit). TUDENT EXPECTATION 5.3. The student writes to investigate self-selected and assigned topics. The student is expected to: BRADE LEVEL 110.53b. 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. TUDENT EXPECTATION 16.3. The student applies the conventions of usage and mechanics of written English. The student is expected to: TUDENT SPECTATION 4.C. and verb forms in final dirats. BRADE LEVEL 10.53b. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and averb forms in final dirats. BRADE LEVEL 10.53c. Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (ALA), American Psychological Association (APA), and The Chicago Manual of Style (CMS). BRADE LEVEL 10.54c. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 1.10. The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to: BRADE LEVEL 10.54c. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 1.2. The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to: BRADE LEVEL 10.54c. Apply prevising strategies to generate ideas and plan. SPECTATION 2.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 2.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 2.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 2.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 3.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 5.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 5.A. Practical Writing Skills (One-Half to One Credit). TUDENT SPECTATION 5.A. Pr	STUDENT EXPECTATION		
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SRADE LEVEL 110.54.b. Read a variety of informational text.	TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
·	STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
	GRADE LEVEL EXPECTATION		Read a variety of informational text.

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	110.61.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	110.61. b.2.	Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.b. 2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
TEKS	110.63.	Independent Study in Journalism (One-Half to One Credit).
STUDENT EXPECTATION	110.63. b.1.	The student refines and enhances journalistic skills. The student is expected to:
GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
		UNIT 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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.

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

TEKS

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c. 11.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.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

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

GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.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.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.

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

EXPECTATION 8.B.

GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.

GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.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.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.B.	Write responses that demonstrate analysis of texts, including comparing texts within and across genres.

GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION	110.39.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
	.8.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order
GRADE LEVEL	. 8. 110.39.c. 8.B.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	.8. 110.39.c. 8.B.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.39.c. 8.B. 110.39.c. 8.D. 110.39.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose. Critique and evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	.8. 110.39.c. 8.B. 110.39.c. 8.D. 110.39.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose. Critique and evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	.8. 110.39.c. 8.B. 110.39.c. 8.D. 110.39.c. 110.39.c.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose. Critique and evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.8. 110.39.c. 8.B. 110.39.c. 8.D. 110.39.c. 9.A. 110.39.c. 110.39.c.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose. Critique and evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	.8. 110.39.c. 8.B. 110.39.c. 8.D. 110.39.c. 9. 110.39.c. 9.A.	student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Evaluate use of text structure to achieve the author's purpose. Critique and evaluate how the author's use of language informs and shapes the perception of readers. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. English Language Arts and Reading, English IV (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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

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	110.47.b.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.

EXPECTATION 3.D.

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:

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

GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to
GRADE LEVEL EXPECTATION	110.48.b. 6.B.	Formulate and defend a position with support synthesized from multiple texts.
GRADE LEVEL EXPECTATION	110.48.b. 6.C.	Evaluate personal responses to reading for evidence of growth.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.1.	The student recognizes/interprets visual representations as they apply to visual media. The student expected to:
GRADE LEVEL EXPECTATION	110.49.b. 1.B.	Distinguish the purposes of various media forms such as information, entertainment, and persuasion.
GRADE LEVEL EXPECTATION	110.49.b. 1.C.	Recognize strategies used by media to inform, persuade, entertain, and transform culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language.
TEKS	110.49.	Visual Media Analysis and Production (One-Half Credit).
STUDENT EXPECTATION	110.49. b.2.	The student analyzes and critiques the significance of visual representations. The student is expect 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, blo 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.

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.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.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
TEKS STUDENT EXPECTATION	110.53.	Research and Technical Writing (One-Half to One Credit). The student applies the conventions of usage and mechanics of written English. The student is expected to:
STUDENT	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is
STUDENT EXPECTATION	110.53. b.4. 110.53.b. 4.A.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b.4. 110.53.b.4.A. 110.53.b.4.B.	The student applies the conventions of usage and mechanics of written English. The student is expected to: Use correct capitalization and punctuation.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C.	The student applies the conventions of usage and mechanics of written English. The student is expected to: Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement,
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C.	The student applies the conventions of usage and mechanics of written English. The student is expected to: Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts. Consistently use a documentation manual or form consistent with the student's field of study such as Modern
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C. 110.53.b. 4.C.	The student applies the conventions of usage and mechanics of written English. The student is expected to: Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts. Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.53.b. 4.A. 110.53.b. 4.B. 110.53.b. 4.C. 110.53.b. 4.E. 110.54.	The student applies the conventions of usage and mechanics of written English. The student is expected to: Use correct capitalization and punctuation. Use correct spelling in the final draft. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts. Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS). Practical Writing Skills (One-Half to One Credit). The student uses the conventions and mechanics of written English to communicate clearly. The

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

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

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

STUDENT EXPECTATION		The student reads and writes for a variety of audiences and purposes. The student is expected to:
	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).
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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		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		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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

RADELEVEL EXPECTATION 10.8. and craft RADELEVEL EXPECTATION 10.6. Compose argumentative texts using gene characteristics and craft. EXPECTATION 10.6. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 11.6. 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 10. GRADELEVEL 10.36. Develop quessions for formal and informal inquiry. II.A. Modify the major research question as necessary to relocus the research plan. II.C. Compose argumentative texts using gene characteristics, 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: GRADELEVEL 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 11.6. Examine sources for: EXPECTATION 11.6. Examine sourc			
TEKES 10.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 11.03.c. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The purposes. The student is expected to: GRADE LEVEL 20.03.c. Develop questions for formal and informal inquiry. 11.1. Develop and revise a plan. 11.2. EXPECTATION 11.1. Develop and revise a plan. 11.3. Locate relevant sources. 11.5. Expectation 11.5. Develop and revise a plan. 11.5. 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: 11.5. Examine sources for: 11.5. Examine sources for: 11.5. Faulty reasoning such as ad hominem, loaded language, and slippery slope. 11.5. Faulty reasoning such as ad hominem, loaded language, and slippery slope. 11.5. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The purposes. The student is expected to: 11.5. English Language Arts and Reading, English I (One Credit), Adopted 2017. 11.5. English Language Arts and Reading, English I (One Credit), Adopted 2017. 11.5. English Language Arts and Reading, English I (One Credit), Adopted 2017. 11.5. Expectation 11.5. Develope and revise in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: 11.5. Expectation 11.5. Develope Arts and Reading, English I (One	GRADE LEVEL EXPECTATION		
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STUDENT 11. 11. 20.3c. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: STUDENT 11. 10.36c. Credibility and bias, including omission. III. 36. Credibility and seearch: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: III. 36. Credibility and bias, including omission. III. 36. Credibility and bias, including omission. III. 36. Credibility and bias, including omission. III. 36. Credibility and seearch: listening, speaking, reading, writing, and thinking using multiple texts. The student or expected to: III. 36. Credibility and bias, including omission. III. 36. Credibility and bias, including omission. III. 36. Credibility and bias, including omission. III. 36. Credibility and seearch: 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: III. 36. Credibility and bias, including omission. III. 36. Credibility and processor is the student of the studen	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
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EXPECTATION 11D. GRADE LEVEL 110.36.c. Locate relevant sources. 11E GRADE LEVEL 110.36.c. Synthesize information from a variety of sources. 11F. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 11. Student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: GRADE LEVEL 110.36.c. Examine sources for: INDICATOR 110.36.c. Credibility and bias, including omission. 11G.i. INDICATOR 110.36.c. Faulty reasoning such as ad hominem, loaded language, and slippery slope. 11G.gii. TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 110.36.c. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: GRADE LEVEL 110.36.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid EXPECTATION 11. Gis. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	GRADE LEVEL EXPECTATION		Develop and revise a plan.
EXPECTATION 11.E. GRADE LEVEL EXPECTATION 11.F. FEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT 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 11.36. Credibility and bias, including omission. INDICATOR 110.36.c. Faulty reasoning such as ad hominem, loaded language, and slippery slope. IT.G.I. STUDENT 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017. STUDENT EXPECTATION 11.6. STUDENT 110.36. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: GRADE LEVEL 110.36.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. GRADE LEVEL 110.36.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	GRADE LEVEL EXPECTATION		Modify the major research question as necessary to refocus the research plan.
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student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: 110.36.c Expectation 110.36.c 110.3	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
INDICATOR 110.36.c. 110.36.	STUDENT EXPECTATION		student engages in both short-term and sustained recursive inquiry processes for a variety of
INDICATOR 110.36.c. Faulty reasoning such as ad hominem, loaded language, and slippery slope. 11.G.ii. 110.36.c. Faulty reasoning such as ad hominem, loaded language, and slippery slope. 11.G.ii. 110.36.c. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: GRADE LEVEL EXPECTATION 110.36.c. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. GRADE LEVEL STORM			Examine sources for:
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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. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. GRADE LEVEL 110.36.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. EXPECTATION 11.I.	TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
EXPECTATION 11.H. plagiarism. GRADE LEVEL 110.36.c. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. EXPECTATION 11.I.	STUDENT EXPECTATION		student engages in both short-term and sustained recursive inquiry processes for a variety of
EXPECTATION 11.I.		1221	purposes. The student is expected to:
TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.	GRADE LEVEL EXPECTATION	110.36.c.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid
	GRADE LEVEL	110.36.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

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

INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
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		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.37.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

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

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

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples and commentary.
ΓEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process The student uses 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.
EKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
EKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL		Locate relevant sources.

EXPECTATION 11.E.

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

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

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

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

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

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

GRADE LEVEL 110. EXPECTATION 4.D.

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

STUDENT b.2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 110.48.b. Expand vocabulary through wide reading, viewing, listening, and discussion. GRADE LEVEL 110.48.b. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. TO STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4.0. GRADE LEVEL 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.5. GRADE LEVEL 110.48.b. Support complex inferences with text evidence and experience. 4.F. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). THE STUDENT 10.48.b. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48.b. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48.b. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48.b. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48.b. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48.b. Summarize information from text such as previewing, skimming, scanning, rereading, and asking relevant questions.			
SRADE LEVEL 10.48. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Expect ATION 2A GRADE LEVEL 10.48. Described to: CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A CREADE LEVEL 10.48. Described to describe reading, viewing, listening, and discussion. EXPECTATION 2A College Readiness and Study Skills (One-Half Credit). STUDENT 2B. Described to: College Readiness and Study Skills (One-Half Credit). TEKS 10.48. College Readiness and Study Skills (One-Half Credit). CREADE LEVEL 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4A CREADE LEVEL 10.48. Analyze aspects of exits such as organizational paterns, dictor, format and tone for their effect on audiences. EXPECTATION 4A CREADE LEVEL 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Support complex inferences with text evidence and experience. EXPECTATION 5. The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex inferences with text evidence and experience. EXPECTATION 5. Support complex i			
TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 10.28. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 110.48. Expand vocabulary through wide reading, viewing, listening, and discussion. GRADE LEVEL 110.48. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homorryms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 10.48. Manifest and implicit textual information in text. EXPECTATION 4. Expectation 4. Expectation 4. Support complex inferences with text evidence and experience. EXPECTATION 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Support complex inferences with text evidence and experience. EXPECTATION 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Support complex inferences with text evidence and experience. EXPECTATION 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.8. Summarize information from text such as outlines, study guides, annotating, and two-columned role taking. EXPECTATION 10.48. College Readiness and Study Skills (One-Half Credit).			
STUDENT b.2. The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: GRADE LEVEL 2A. Dipand vocabulary through wide reading, viewing, listening, and discussion. EXPECTATION 2A. Dipand vocabulary through wide reading, viewing, listening, and discussion. EXPECTATION 2A. Discussion. EXPECTATION 2A. Discussion discussion. EXPECTATION 2A. Discussion discussion. EXPECTATION 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. Discussion discussion discussion discussion discussion. EXPECTATION 3A. Discussion discussion discussion discussion discussion discussion discussion discussion discussion. EXPECTATION 3A. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3A. Discussion discussion. EXPECTATION 3A. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 4D. Analyze aspects of exist such as organizational patterns, diction, format, and sone for their effect on audiences. EXPECTATION 4E. Use effective and implicit textual information in text. EXPECTATION 4E. College Readiness and Study Skills (One-Half Credit). EXECUSION DISCUSSION dis			
EXPECTATION b.2. expected to: GRADE LEVEL EXPECTATION 2.A. Expect Annual College Readiness and Study Skills (One-Half Credit). The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 1.0.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. STUDENT 1.0.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. STUDENT 1.0.48. College Readiness and Study Skills (One-Half Credit). STUDENT 1.0.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. STUDENT 1.0.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 5.4. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.D. Identify explicit and implicit textual information in text. EXPECTATION 4.E. 10.48.b. Support complex inferences with text evidence and experience. 4.F. College Readiness and Study Skills (One-Half Credit). STUDENT 1.0.48. College Readiness and Study Skills (One-Half Credit). The student uses study strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.A. Use effective reading strategies to learn from a variety of texts. The student is expected to: EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Support complex inferences with text evidence and experience. EXPECTATION 5.A. Su	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
EXPECTATION 2A. GRADE LEVEL 110.48.b. Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. The student comprehends texts using a variety of strategies. The student is expected to: EXPECTATION 3.A. THE STUDENT 10.48. College Readiness and Study Skills (One-Half Credit). TOTAL 10.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION 5.4. GRADE LEVEL 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. EXPECTATION 4.D. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text. EXPECTATION 4.F. GRADE LEVEL 110.48.b. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. EXPECTATION 5.A. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			
TEKS 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 10.48. The student comprehends texts using a variety of strategies. The student is expected to: BY 10.48. The student comprehends texts using a variety of strategies. The student is expected to: BY 10.48. The student comprehends texts using a variety of strategies. The student is expected to: BY 10.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: BY 10.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. BY 10.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. BY 10.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. BY 10.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. BY 10.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. BY 10.48. College Readiness and Study Skills (One-Half Credit). BY 10.48. College Readiness and Study Skills (One-Half Credit). BY 10.48. The student uses study strategies to learn from a variety of texts. The student is expected to: BY 10.48. The student uses study strategies to learn from a variety of texts. The student is expected to: BY 10.48. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. BY 10.48. College Readiness and Study Skills (One-Half Credit). BY 10.48. The student expresses and supports responses to various types of texts. The student is expected to:			Expand vocabulary through wide reading, viewing, listening, and discussion.
STUDENT EXPECTATION b.3. The student comprehends texts using a variety of strategies. The student is expected to: 110.48. Use self-monitoring reading strategies to make modifications when understanding breaks down. 110.48. College Readiness and Study Skills (One-Half Credit). 110.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: 110.48. The student reads critically to evaluate texts and the authority of sources. The student is expected to: 110.48. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 110.48. Identify explicit and implicit textual information in text. 110.48. Support complex inferences with text evidence and experience. 110.48. College Readiness and Study Skills (One-Half Credit). 110.48. The student uses study strategies to learn from a variety of texts. The student is expected to: 110.48. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. 110.48. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 110.48. College Readiness and Study Skills (One-Half Credit). 110.48. College Readiness and Study Skills (One-Half Credit).			
GRADE LEVEL EXPECTATION 5.3. TIOLENT LOVE THE STUDENT LO	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: EXPECTATION b.4. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. dentify explicit and implicit textual information in text. 4.E. GRADE LEVEL EXPECTATION 4.F. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). TEKS 110.48. College Readiness and Study Skills (One-Half Credit). THE STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			The student comprehends texts using a variety of strategies. The student is expected to:
STUDENT EXPECTATION b.4. The student reads critically to evaluate texts and the authority of sources. The student is expected to: b.4.			Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL 110.48.b. Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences. 4.D. GRADE LEVEL 110.48.b. Identify explicit and implicit textual information in text. 4.E. GRADE LEVEL 210.48.b. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 210.48.b. The student uses study strategies to learn from a variety of texts. The student is expected to: b.5. GRADE LEVEL 210.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 210.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
GRADE LEVEL EXPECTATION 4.D. GRADE LEVEL EXPECTATION 4.E. GRADE LEVEL EXPECTATION 4.E. 110.48.b. Support complex inferences with text evidence and experience. 4.F. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.B. The student uses study strategies to learn from a variety of texts. The student is expected to: BRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL EXPECTATION 5.B. SUBMERIZE 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION 4.E. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. STUDENT 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT EXPECTATION 5.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL EXPECTATION 5.B. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Identify explicit and implicit textual information in text.
STUDENT EXPECTATION b.5. The student uses study strategies to learn from a variety of texts. The student is expected to: GRADE LEVEL 110.48.b. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:			Support complex inferences with text evidence and experience.
GRADE LEVEL EXPECTATION 5.A. Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. GRADE LEVEL EXPECTATION 5.B. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
EXPECTATION 5.A. asking relevant questions. GRADE LEVEL 110.48.b. Summarize information from text such as outlines, study guides, annotating, and two-columned note taking. 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			The student uses study strategies to learn from a variety of texts. The student is expected to:
EXPECTATION 5.B. TEKS 110.48. College Readiness and Study Skills (One-Half Credit). STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			
STUDENT 110.48. The student expresses and supports responses to various types of texts. The student is expected to:			Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
	TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
			The student expresses and supports responses to various types of texts. The student is expected to:

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

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

STUDENT EXPECTATION	110.52. b.3.	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.52.b. 3.B.	Spell with accuracy in the final draft.
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.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.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.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL	110.53.b.	Use writing to formulate questions, refine topics, and clarify ideas.

EXPECTATION 3.A.

GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
ТЕКЅ	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).
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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 110.63. The student refines and enhances journalistic skills. The student is expected to: EXPECTATION b.1.

GRADE LEVEL EXPECTATION	110.63.b. 1.E.	Link related information and ideas from a variety of sources.
		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 EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.

 ${\sf GRADE\ LEVEL} \qquad {\sf 110.36.c.} \quad {\sf Interact\ with\ sources\ in\ meaningful\ ways\ such\ as\ note taking,\ annotating,\ free writing,\ or\ illustrating.}$

EXPECTATION 5.E.

TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION	110.36.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
INDICATOR	110.36.c. 7.D.ii.	Multiple organizational patterns within a text to develop the thesis.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECT ATION	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		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.36.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.

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

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

EXPECTATION 8.B.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEV0	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS	110.37.	English Language Arts and Reading, English ii (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.37.c .9. 110.37.c .9.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.37.c .9. 110.37.c .9.D.i 110.37.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.37.c. 9.D.i. 110.37.c. 9.D.i. 110.37.c. 9.D.iv.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.37.c. 9. 110.37.c. 9.D.i. 110.37.c. 9.D.iv. 110.37.c. 9.D.v. 110.37.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR	110.37.c. 9.D.i. 110.37.c. 9.D.i. 110.37.c. 9.D.iv. 110.37.c. 9.D.v. 110.37.c. 110.37.c.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments. Correct capitalization. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate. Correct spelling.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
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.
INDICATOR	11.G.ii.	Faulty reasoning such as incorrect premise, hasty generalizations, and either-or. English Language Arts and Reading, English II (One Credit), Adopted 2017.
	11.G.ii. 110.37.	

GRADE LEVEL EXPECTATION 11.1 TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT 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. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38.c Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to: GRADE LEVEL EXPECTATION 4.8. Generate questions about text before, during, and after reading to deepen understanding and gain information. 4.8. GRADE LEVEL 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. 4.6. GRADE LEVEL 110.38.c. Make inferences and use evidence to support understanding. 4.6. GRADE LEVEL 110.38.c. Evaluate details read to determine key ideas. 4.6. GRADE LEVEL 110.38.c. Synthesize information from a variety of text types to create new understanding.
STUDENT 110.38.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to: GRADE LEVEL EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4
STUDENT EXPECTATION 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017. STUDENT EXPECTATION 110.38. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to: GRADE LEVEL EXPECTATION 110.38.c. Establish purpose for reading assigned and self-selected texts. 4.A. GRADE LEVEL EXPECTATION 4.B. Make inferences and use evidence to support understanding. 4.F. Was and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to: 110.38.c. Establish purpose for reading assigned and self-selected texts. 4.B. Was and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student uses metacognitive skills to both develop and deepen understanding and gain information. 4.B. GRADE LEVEL EXPECTATION 4.B. Was inferences and use evidence to support understanding. 4.F. Under the student is expected to: 110.38.c. Evaluate details read to determine key ideas. 4.F. Evaluate details read to determine key ideas.
STUDENT 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 completexts. The student is expected to: GRADE LEVEL EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL 110.38.c. 4.B. Make inferences and use evidence to support understanding. GRADE LEVEL 4.F. Evaluate details read to determine key ideas. Expectation 4.G. Evaluate details read to determine key ideas.
Student uses metacognitive skills to both develop and deepen comprehension of increasingly completexts. The student is expected to: GRADE LEVEL EXPECTATION 4.A. GRADE LEVEL 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B. GRADE LEVEL 110.38.c. Make inferences and use evidence to support understanding. EXPECTATION 4.F. GRADE LEVEL 110.38.c. Evaluate details read to determine key ideas. EXPECTATION 4.G.
GRADE LEVEL 110.38.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B. GRADE LEVEL 110.38.c. Make inferences and use evidence to support understanding. EXPECTATION 4.F. GRADE LEVEL 110.38.c. Evaluate details read to determine key ideas. EXPECTATION 4.G.
GRADE LEVEL 110.38.c. Make inferences and use evidence to support understanding. GRADE LEVEL 4.F. GRADE LEVEL 110.38.c. Evaluate details read to determine key ideas. EXPECTATION 4.G.
EXPECTATION 4.F. GRADE LEVEL 110.38.c. Evaluate details read to determine key ideas. EXPECTATION 4.G.
EXPECTATION 4.G.
GRADE LEVEL 110.38.c. Synthesize information from a variety of text types to create new understanding.
EXPECTATION 4.H.
GRADE LEVEL 110.38.c. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions expectation 4.I. annotating, and using outside sources when understanding breaks down.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT 110.38.c Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The stude is expected to:
GRADE LEVEL 110.38.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.A.
GRADE LEVEL 110.38.c. Write responses that demonstrate analysis of texts, including comparing texts within and across genres. EXPECTATION 5.B.
GRADE LEVEL 110.38.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D.
GRADE LEVEL 110.38.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E.
TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c. 7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.38.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .11.G.	Examine sources for:
INDICATOR	110.38.c. 11.G.i.	Credibility, bias, and accuracy.
INDICATOR	110.38.c. 11.G.ii.	Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

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

GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.39.c. 5.E. 110.39.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
STUDENT	110.39.	English Language Arte and Decding English W/One Credit\ Adents d 2017
		English Language Arts and Reading, English IV (One Credit), Adopted 2017.
		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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	.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.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	.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	.9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION		Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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

INDICATOR 110.39.c. Credibility, bias, and accuracy. 11.G.i.

INDICATOR		
	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoit plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	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:
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:
	b.2.	
GRADE LEVEL	110.46.b. 2.A.	representations that communicate with others. The student is expected to: Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary
GRADE LEVEL EXPECTATION GRADE LEVEL	110.46.b. 2.A. 110.46.b. 2.B.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology. Conduct a research project(s), producing an original work in print or another medium with a demonstration of
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.46.b. 2.A. 110.46.b. 2.B.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology. Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 2.A. 110.46.b. 2.B. 110.46.b. 2.C.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology. Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and drawn and described to the summaries of the summar
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.46.b. 2.A. 110.46.b. 2.B. 110.46.b. 2.C. 110.46.b. 2.D.	Produce research projects and reports in multiple forms for a variety of audiences from primary and secondary sources using available technology. Conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.

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.
		Use questioning to enhance comprehension before, during, and after reading. Reading I, II, III (One-Half to Three Credits).
EXPECTATION	4.G. 110.47. 110.47.	
TEKS STUDENT	4.G. 110.47. 110.47. b.5.	Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts
TEKS STUDENT EXPECTATION GRADE LEVEL	4.G. 110.47. 110.47. b.5. 110.47.b. 5.A.	Reading I, II, III (One-Half to Three Credits). 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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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.
	9.A.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
EXPECTATION GRADE LEVEL	9.A. 110.47.b.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect,
GRADE LEVEL EXPECTATION	9.A. 110.47.b. 9.C. 110.48.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution.
GRADE LEVEL EXPECTATION TEKS STUDENT	9.A. 110.47.b. 9.C. 110.48. 110.48. b.1.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	9.A. 110.47.b. 9.C. 110.48. 110.48. b.1. 110.48.b.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository,
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	9.A. 110.47.b. 9.C. 110.48. 110.48.b. 1.A.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	9.A. 110.47.b. 9.C. 110.48. 110.48.b. 1.A. 110.48.b. 1.B. 110.48.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	9.A. 110.47.b. 9.C. 110.48. 110.48.b. 1.A. 110.48.b. 1.B. 110.48. 110.48.	Analyze the use of common expository text structures such as sequence, description, compare/contrast, cause/effect, and problem/solution. College Readiness and Study Skills (One-Half Credit). The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. College Readiness and Study Skills (One-Half Credit). The student builds an extensive vocabulary through reading and systematic word study. The student is

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

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

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

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

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

GRADE LEVEL

EXPECTATION

1.C.

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

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

EXPECTATION 1.A.

GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.C.	Write in voice and style appropriate to audience and purpose.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.C.	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b. 2.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.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.

GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.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	110.54.b.	Write informational text.

EXPECTATION 3.B.

GRADE LEVEL 110.54.b. Practice effective, efficient note taking.

EXPECTATION 3.C.

TENS 110.34. Fractical Writing Skins (One-Hair to One Creuit).	TEKS	110.54.	Practical Writing	Skills	(One-Half to One Credit).
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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		Research. The student conducts research to support and develop the approved project. The student is expected to:
GRADE LEVEL	110.61.b.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
EXPECTATION	2 A	

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		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 19 Page 185-188

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 thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
GRADE LEVEL EXPECTATION	110.36.c. 4.A.	Establish purpose for reading assigned and self-selected texts.			
GRADE LEVEL EXPECTATION	110.36.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.			
GRADE LEVEL EXPECTATION	110.36.c. 4.F.	Make inferences and use evidence to support understanding.			
GRADE LEVEL EXPECTATION	110.36.c. 4.G.	Evaluate details read to determine key ideas.			
GRADE LEVEL EXPECTATION	110.36.c. 4.H.	Synthesize information from two texts to create new understanding.			
GRADE LEVEL EXPECTATION	110.36.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
GRADE LEVEL EXPECTATION	110.36.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.			
GRADE LEVEL EXPECTATION	110.36.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.			
GRADE LEVEL EXPECTATION	110.36.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.			
GRADE LEVEL EXPECTATION	110.36.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.			
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.			
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
GRADE LEVEL EXPECTATION	110.36.c .7.D.	Analyze characteristics and structural elements of informational texts such as:			

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

GRADE LEVEL EXPECT ATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:	
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.	
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.	
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.	
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.	
GRADE LEVEL EXPECTATION	110.36.c. 10.C.	Compose argumentative texts using genre characteristics and craft.	
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.	
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
GRADE LEVEL EXPECTATION	110.36.c. 11.A.	Develop questions for formal and informal inquiry.	
GRADE LEVEL EXPECTATION	110.36.c. 11.C.	Develop and revise a plan.	
GRADE LEVEL EXPECTATION	110.36.c. 11.D.	Modify the major research question as necessary to refocus the research plan.	
GRADE LEVEL EXPECTATION	110.36.c. 11.E.	Locate relevant sources.	
GRADE LEVEL EXPECTATION	110.36.c. 11.F.	Synthesize information from a variety of sources.	

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

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

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TEKS	110.37.	English Language	Arts and Reading.	Enalish II (One Credit)	. Adobted ZVI/.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.B.	Write responses that demonstrate understanding of texts, including comparing texts within and across genres.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c. 7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 7.F.	Analyze characteristics of multimodal and digital texts.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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.

GRADE LEVEL

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

GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c. 11.E.	Locate relevant sources.
GRADE LEVEL EXPECTATION	110.37.c. 11.F.	Synthesize information from a variety of sources.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of
		purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .11.G.	
		Examine sources for:
EXPECTATION	. 11.G. 110.37.c.	Examine sources for:
INDICATOR	.11.G. 110.37.c. 11.G.i. 110.37.c.	Examine sources for: Credibility and bias, including omission.
INDICATOR INDICATOR	.11.G. 110.37.c. 11.G.i. 110.37.c. 11.G.ii.	Examine sources for: Credibility and bias, including omission. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or.
INDICATOR INDICATOR TEKS STUDENT	.11.G. 110.37.c. 11.G.i. 110.37.c. 11.G.ii.	Examine sources for: Credibility and bias, including omission. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of
INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL	110.37.c. 11.G.i. 110.37.c. 11.G.ii. 110.37.c 110.37.c	Examine sources for: Credibility and bias, including omission. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid
INDICATOR INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	.11.G. 110.37.c. 11.G.i. 110.37.c. 110.37.c. 110.37.c. 110.37.c. 110.37.c.	Examine sources for: Credibility and bias, including omission. Faulty reasoning such as incorrect premise, hasty generalizations, and either-or. English Language Arts and Reading, English II (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

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

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

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

STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 7.F.	Analyze the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.E.	Locate relevant sources.
GRADE LEVEL	110 38 6	Synthesize information from a variety of sources.
EXPECTATION	11.F.	
		English Language Arts and Reading, English III (One Credit), Adopted 2017.
EXPECTATION	11.F. 110.38.	
TEKS STUDENT	11.F. 110.38.c 110.38.c .11.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL	11.F. 110.38.c 110.38.c .11.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	11.F. 110.38.c .11. 110.38.c .11.G.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for: Credibility, bias, and accuracy.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.38.c .110.38.c .11. 110.38.c .11.G.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for: Credibility, bias, and accuracy.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	11.F. 110.38.c. 110.38.c. 11.G. 110.38.c. 11.G.i. 110.38.c. 11.G.ii.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for: Credibility, bias, and accuracy. Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions. English Language Arts and Reading, English III (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT	11.F. 110.38.c. 110.38.c. 11.G. 110.38.c. 11.G.i. 110.38.c. 11.G.ii.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for: Credibility, bias, and accuracy. Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR TEKS STUDENT EXPECTATION GRADE LEVEL	11.F. 110.38.c. 110.38.c. 11.G.i. 110.38.c. 11.G.ii. 110.38.c. 11.G.ii. 110.38.c. 11.H.	English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Examine sources for: Credibility, bias, and accuracy. Faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions. English Language Arts and Reading, English III (One Credit), Adopted 2017. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid

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

INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.F.	Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

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

GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.39.c. 11.l.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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TEKS	110.46.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	110.46. b.1.	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
GRADE LEVEL EXPECTATION	110.46.b. 1.B.	Generate relevant, interesting, and researchable questions with instructor guidance and approval.
GRADE LEVEL EXPECTATION	110.46.b. 1.C.	Draw relevant questions for further study from the research findings or conclusions.
ΓEKS	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.
ΓEKS	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 110.47.b. Expand vocabulary by reading, viewing, listening, and discussing.

EXPECTATION 2.A.

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

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		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		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:
GRADE LEVEL EXPECTATION	110.48.b. 1.A.	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.
GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).

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

GRADE LEVEL EXPECTATION	110.50.b. 2.A.	Identify the types of mass media such as television, radio, Internet, podcast, YouTube, newspaper, periodicals, blogs, social networking, emailing, texting, search engines, and music.
GRADE LEVEL EXPECTATION	110.50.b. 2.B.	Analyze the roles of media as sources of information, entertainment, persuasion, and education.
TEKS	110.50.	Contemporary Media (One Credit).
STUDENT EXPECTATION	110.50. b.3.	The student identifies and analyzes regulations that govern media. The student is expected to:
GRADE LEVEL EXPECTATION	110.50.b. 3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
TEKS	110.50.	Contemporary Media (One Credit).
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).
TEKS STUDENT EXPECTATION	110.51.	Literary Genres (One-Half to One Credit). The student reads critically to evaluate texts and the authority of sources. The student is expected to:
STUDENT	110.51. b.3.	
STUDENT EXPECTATION	110.51. b.3. 110.51.b. 3.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.51. b.3. 110.51.b. 3.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51.b. 3.A. 110.51.b. 3.C. 110.51.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.51.b.3. 110.51.b.3.A. 110.51.b.3.C. 110.51.b.10.51.b.3.C.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.51.b. 3.A. 110.51.b. 3.C. 110.51. 110.51. 110.51. 5.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51.b. 3.A. 110.51.b. 3.C. 110.51.b. 5.A.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is expected to: Use writing to discover, record, review, and learn.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.51.b. 3.A. 110.51.b. 3.C. 110.51.b. 110.51. b.5. 110.51.b. 5.A. 110.51.b. 110.52.	The student reads critically to evaluate texts and the authority of sources. The student is expected to: Analyze the characteristics of well-constructed texts. Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences. Literary Genres (One-Half to One Credit). The student uses writing as a tool for learning and researching literary genres. The student is expected to: Use writing to discover, record, review, and learn. Link related information and ideas from a variety of sources.

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.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.3.	The student writes to investigate self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
GRADE LEVEL EXPECTATION	110.53.b. 3.B.	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

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

TEKS

STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.2.	The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
GRADE LEVEL EXPECTATION	110.54.b. 2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION	110.54.b. 2.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 110.54.b. Identify explicit and implicit textual information, including main ideas and author's purpose. EXPECTATION 5.B.

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:
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		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

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

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

GRADE LEVEL EXPECTATION	110.36.c. 6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c. 6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.36.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.37.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
TEKS STUDENT EXPECTATION	110.37.c	English Language Arts and Reading, English II (One Credit), Adopted 2017. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
STUDENT	110.37.c .6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly
STUDENT EXPECTATION	110.37.c .6. 110.37.c. 6.A.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.37.c. .6. 110.37.c. 6.A.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.37.c. 6.A. 110.37.c. 6.C. 110.37.c.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.37.c. 6.A. 110.37.c. 6.C. 110.37.c.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.37.c. 6.A. 110.37.c. 6.C. 110.37.c. 110.37.c. 110.37.c.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.37.c. 6.A. 110.37.c. 6.C. 110.37.c. 110.37.c. 8. 110.37.c. 110.37.c.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

	TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted	2017.
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STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.

GRADE LEVEL 110.38.c. Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot

EXPECTATION 6.B. and theme.

GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.38.c. 8.G.	Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

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

GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
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.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use
GRADE LEVEL EXPECTATION	110.39.c .9.B.	appropriate conventions. The student is expected to: Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c. 9.B.i.	
INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.39.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
ΓEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
		Grade 10 - Adopted: 2011
EKS	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.
ΓEKS	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.
CDADELEVE	110.46 5	Compile unitten ideas and representations interrepet information into reports appeared a support of the second discountry.

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

EXPECTATION 2.D. conclusions.

GRADE LEVEL 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:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION		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		Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
EXPECIATION	5.B.	
TEKS	5.B. 110.48.	College Readiness and Study Skills (One-Half Credit).
	110.48. 110.48.	College Readiness and Study Skills (One-Half Credit). The student expresses and supports responses to various types of texts. The student is expected to:
TEKS	110.48. 110.48. b.6.	

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.
	3.B.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
EXPECTATION	3.B. 110.50.	
TEKS STUDENT	3.B. 110.50. 110.50. b.4.	Contemporary Media (One Credit).
TEKS STUDENT EXPECTATION GRADE LEVEL	3.B. 110.50. 110.50. b.4. 110.50.b. 4.C.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	3.B. 110.50. 110.50.b.4. 110.50.b. 4.C. 110.50. 110.50. 110.50.b.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

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

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

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.l.	Write both independently and collaboratively.

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

STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

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

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

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STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.

GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.	
GRADE LEVEL EXPECTATION	110.58.b. 2.D.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism.	
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.	
GRADE LEVEL 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:	
GRADE LEVEL EXPECTATION	110.59.b. 5.D.	Write appropriate introductions, transitions, and/or conclusions to supplement the text.	
TEKS	110.62.	Journalism (One-Half to One Credit).	
STUDENT EXPECTATION	110.62. b.3.	The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:	
GRADE LEVEL 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		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.36.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

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

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

INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
ΓEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
		Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	д.
EXPECTATION GRADE LEVEL	4.F.	Evaluate details read to determine key ideas.
	4.F. 110.37.c.	Evaluate details read to determine key ideas.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
GRADE LEVEL EXPECTATION	110.37.c. 6.C.	Analyze isolated scenes and their contribution to the success of the plot as a whole.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		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		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

GRADE LEVEL EXPECT ATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.

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

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 110.39.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comprehension of increasing			
TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 10.39. Developing and sustaining boundational language skills: listening, speaking, reading, writing, and thinking—self-ext and read independently for a sustained period of time. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.4. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.4. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.4. Expect Art on A.4. Expect 2013. GRADE LEVEL 2.10.39. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL 2.10.39. Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL 2.10.39. Make inferences and use evidence to support understanding. GRADE LEVEL 2.10.39. Evaluate details read to analyze key ideas. EXPECTATION 4.5. Evaluate details read to analyze key ideas. GRADE LEVEL 2.10.39. Evaluate details read to analyze key ideas. EXPECTATION 5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 2.5. English Language Arts and Reading, English IV (One Credit), Adopted			Compose literary analysis using genre characteristics and craft.
STUDENT 10.39.c. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-self-text and read independently for a sustained period of time. TEKS 10.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 210.39.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The Student uses metacognitive skills to both develop and deepen comprehension of increasingly comprehension at listening, speaking, reading, writing, and thinking using multiple texts. The Student is expected to: GRADE LEVEL 110.39.c. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4.A. GRADE LEVEL 110.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 4.B. GRADE LEVEL 110.39.c. Make inferences and use evidence to support understanding. EXPECTATION 4.F. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. EXPECTATION 4.C. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. EXPECTATION 4.C. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 5.C. ENGRETIEVEL 110.39.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Inferact with sources in meaningful ways such as notataking, annotating, hreewriting, or illustrating. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Inferact with sources in meaningful ways such as notataking, annotating, hreewriting, or illustrating. EXPECTATION 5.C.			Compose rhetorical analysis using genre characteristics and craft.
SUBJECTATION 3. sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-sele text and read independently for a sustained period of time. 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 4. 10.39.c. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to self-selected texts. EXPECTATION 4. 4. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to self-selected texts. EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. Establish purpose for reading assigned and self-selected texts. EXPECTATION 4. Extra 4. 4. Extra 6. Extr	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION 4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly comprehension and make assigned and self-selected texts. GRADE LEVEL 10.39.c. Generate questions about text before, during, and after reading to deepen understanding and gain information. expectation 4.F. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT 110.39.c. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student expectation 5.C. GRADE LEVEL 110.39.c. Describe personal connections to a variety of sources, including self-selected texts. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Use text evidence and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewiting, or illustrating. 5.E. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
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EXPECTATION 4.F. GRADE LEVEL EXPECTATION 4.G. GRADE LEVEL 110.39.c. Evaluate details read to analyze key ideas. EXPECTATION 4.I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking question annotating, and using outside sources when understanding breaks down. TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017. STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION 5.C. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. STUDENT EXPECTATION 5.C. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. STUDENT EXPECTATION 5.C. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. STUDENT EXPECTATION 5.C. Discuss and write about the explicit and implicit meanings of text.			Generate questions about text before, during, and after reading to deepen understanding and gain information.
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STUDENT EXPECTATION 5. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources, including self-selected texts. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. EXPECTATION 5.C. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			
FEXPECTATION Solution is expected to: GRADE LEVEL EXPECTATION 5.A. Describe personal connections to a variety of sources, including self-selected texts. 5.A. Describe personal connections to a variety of sources, including self-selected texts. 5.A. GRADE LEVEL 110.39.c. 5.C. GRADE LEVEL EXPECTATION 5.C. GRADE LEVEL 210.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 210.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. GRADE LEVEL 5.E. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.	TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
EXPECTATION 5.A. GRADE LEVEL 110.39.c. Use text evidence and original commentary to support an analytic response. EXPECTATION 5.C. GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. EXPECTATION 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL 110.39.c. Paraphrase and summarize texts in ways that maintain meaning and logical order. 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			Describe personal connections to a variety of sources, including self-selected texts.
EXPECTATION 5.D. GRADE LEVEL 110.39.c. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 5.E. GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			Use text evidence and original commentary to support an analytic response.
GRADE LEVEL 110.39.c. Discuss and write about the explicit and implicit meanings of text.			Paraphrase and summarize texts in ways that maintain meaning and logical order.
·			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
			Discuss and write about the explicit and implicit meanings of text.

GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. T 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 ord 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.
GRADE LEVEL EXPECTATION	110.39.c. 8.F.	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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

TEKS

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

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

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:

GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.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).
TEKS STUDENT EXPECTATION	110.50.	Contemporary Media (One Credit). The student identifies and analyzes regulations that govern media. The student is expected to:
STUDENT	110.50. b.3.	
STUDENT EXPECTATION	110.50. b.3. 110.50.b.	The student identifies and analyzes regulations that govern media. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50. b.3. 110.50.b. 3.B. 110.50.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b.3. 110.50.b.3.B. 110.50. 110.50. b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50.b.3. 110.50.b.3.B. 110.50. 110.50. 110.50.b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b.3. 110.50.b.3.B. 110.50. 110.50.b.4. 110.50.b.4. 110.50.b.4.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION	110.50.b.3. 110.50.b.3.B. 110.50. 110.50.b.4. 110.50.b.4.C. 110.50.b.5.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 110.50.b. 3.B. 110.50. 110.50.b. 4.C. 110.50. 110.50. 110.50. 110.50. 110.50.b.	The student identifies and analyzes regulations that govern media. The student is expected to: Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

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

TIDEAT IN 5.5. The student uses writing as a tool for learning and researching literary genres. The student is expected to: The student general record, review, and learn. FEKS 110.52. Creative Writing (One-Half to One Credit). The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: The student writes for a variety of audiences and purposes to develop versatility as a writer. The student sexpected to: The student writes for a variety of audiences and purposes to develop versatility as a writer. The student sexpected to: The student sexpected to: The student writes for a variety of audiences and purposes to develop versatility as a writer. The student sexpected to: The student is expected to: The student sexpected to: The student sexpected to: The student sexpected to: The student is expected to:			
EXPECTATION S. expected to:	TEKS	110.51.	Literary Genres (One-Half to One Credit).
FEKS 10.52. Creative Writing (One-Half to One Credit). STUDENT EXPECTATION 5.1. The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: GRADE LEVEL LIDS2b. Write expressive, informative, and persuasive literary texts effectively. LA. STUDENT LIDS2b. Employ various points of view to communicate effectively. LEXPECTATION 10.52b. Use word choice, sentence structure, and repetition to create tone. LF. Use word choice, sentence structure, and repetition to create tone. LF. Creative Writing (One-Half to One Credit). STUDENT LIDS2b. The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: GRADE LEVEL LIDS2b. Select and apply prewriting strategies to generate ideas, develop voice, and plan. CRADE LEVEL LIDS2b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. CRADE LEVEL LIDS2b. Use effective sequence and transitions to achieve coherence and meaning. CRADE LEVEL LIDS2b. Revise drafts by rethinking content, organization, and style. CRADE LEVEL LIDS2b. Frequently retine selected pieces to publish for general and specific audiences. CRADE LEVEL LIDS2b. Write both independently and collaboratively. CRADE LEVEL LIDS2b. Write both independently and collaboratively. CRADE LEVEL LIDS2b. Write both independently and collaboratively. CREADE LEVEL LIDS2b. The student applies the conventions of usage and the mechanics of written English to communicate	STUDENT EXPECTATION		
### STUDENT 10.52. The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: ### CRADE LEVEL 10.52.	GRADE LEVEL EXPECTATION		Use writing to discover, record, review, and learn.
GRADE LEVEL EXPECTATION b.1. Student is expected to: GRADE LEVEL EXPECTATION 1A. Write expressive, informative, and persuasive literary texts effectively. 110.52b. Employ various points of view to communicate effectively. 110.52b. Use word choice, sentence structure, and repetition to create tone. 110.52b. Use word choice, sentence structure, and repetition to create tone. 110.52c. Variable of the structure of the structur	TEKS	110.52.	Creative Writing (One-Half to One Credit).
EXPECTATION 1A. GRADE LEVEL 110.52.b. Employ various points of view to communicate effectively. EXPECTATION 1D. GRADE LEVEL 110.52.b. Use word choice, sentence structure, and repetition to create tone. EXPECTATION 1.F. GRADE LEVEL 110.52.b. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. EXPECTATION 1.G. STUDENT 1.G. The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: GRADE LEVEL 110.52.b. Select and apply prewriting strategies to generate ideas, develop voice, and plan. EXPECTATION 2A. GRADE LEVEL 110.52.b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. EXPECTATION 2B. GRADE LEVEL 110.52.b. Use effective sequence and transitions to achieve coherence and meaning. EXPECTATION 2B. GRADE LEVEL 110.52.b. Revise drafts by rethinking content, organization, and style. EXPECTATION 2F. GRADE LEVEL 110.52.b. Frequently refine selected pieces to publish for general and specific audiences. EXPECTATION 2F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.G. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.G. TEKS 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	STUDENT EXPECTATION		
GRADE LEVEL EXPECTATION 1.F. 110.52.b. Use word choice, sentence structure, and repetition to create tone. EXPECTATION 1.F. 110.52.b. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. 1.G. 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student selects and uses recursive writing processes for self-initiated and assigned writing. The EXPECTATION 2.C. Select and apply prewriting strategies to generate ideas, develop voice, and plan. 2.A. Select and apply prewriting ideas such as paragraphing, outlining, adding, and deleting. EXPECTATION 2.C. Use effective sequence and transitions to achieve coherence and meaning. EXPECTATION 2.D. Use effective sequence and transitions to achieve coherence and meaning. EXPECTATION 2.C. Revise drafts by rethinking content, organization, and style. EXPECTATION 2.C. Revise drafts by rethinking content, organization, and style. EXPECTATION 2.C. Write both independently and collaboratively. 2.C. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.C. The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION		Write expressive, informative, and persuasive literary texts effectively.
EXPECTATION 1.F. GRADE LEVEL EXPECTATION 10.52.b. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. 10.52. Creative Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: GRADE LEVEL EXPECTATION 2.A. GRADE LEVEL 110.52.b. Select and apply prewriting strategies to generate ideas, develop voice, and plan. EXPECTATION 2.B. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. EXPECTATION 2.B. GRADE LEVEL 2.B. GRADE LEVEL 2.B. GRADE LEVEL 2.C. EXPECTATION 2.C. GRADE LEVEL 3.C. GRAD	GRADE LEVEL EXPECTATION		Employ various points of view to communicate effectively.
TEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT EXPECTATION b.2. The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: GRADE LEVEL 2A. Select and apply prewriting strategies to generate ideas, develop voice, and plan. GRADE LEVEL 110.52.b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. EXPECTATION 2B. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. EXPECTATION 2D. Use effective sequence and transitions to achieve coherence and meaning. GRADE LEVEL 2D. Expectation 2D. Revise drafts by rethinking content, organization, and style. EXPECTATION 2E. Frequently refine selected pieces to publish for general and specific audiences. 2F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. EXPECTATION 2G. Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION		Use word choice, sentence structure, and repetition to create tone.
STUDENT EXPECTATION 110.52. The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: 110.52.b. Select and apply prewriting strategies to generate ideas, develop voice, and plan. 2.A. GRADE LEVEL 2.A. 110.52.b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. 2.B. GRADE LEVEL 110.52.b. Use effective sequence and transitions to achieve coherence and meaning. 2.D. GRADE LEVEL 110.52.b. Revise drafts by rethinking content, organization, and style. EXPECTATION 2.F. GRADE LEVEL 110.52.b. Frequently refine selected pieces to publish for general and specific audiences. 2.F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.G. TEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION		Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
STUDENT 110.52.b. student is expected to: Student applies the conventions of usage and the mechanics of written English to communicate	TEKS	110.52.	Creative Writing (One-Half to One Credit).
EXPECTATION 2A. GRADE LEVEL 110.52b. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. 2B. GRADE LEVEL 110.52b. Use effective sequence and transitions to achieve coherence and meaning. 2D. GRADE LEVEL 110.52b. Revise drafts by rethinking content, organization, and style. EXPECTATION 2E. GRADE LEVEL 110.52b. Frequently refine selected pieces to publish for general and specific audiences. EXPECTATION 2F. GRADE LEVEL 110.52b. Write both independently and collaboratively. EXPECTATION 2.G. FIEKS 110.52. Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate			
EXPECTATION 2.B. GRADE LEVEL 110.52.b. Use effective sequence and transitions to achieve coherence and meaning. 2.D. GRADE LEVEL 110.52.b. Revise drafts by rethinking content, organization, and style. 2.E. GRADE LEVEL 2.E. GRADE LEVEL 110.52.b. Frequently refine selected pieces to publish for general and specific audiences. 2.F. GRADE LEVEL 2.F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.G. FEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	STUDENT EXPECTATION		
GRADE LEVEL 110.52.b. Revise drafts by rethinking content, organization, and style. 2.E. GRADE LEVEL 110.52.b. Frequently refine selected pieces to publish for general and specific audiences. 2.F. GRADE LEVEL 2.F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. EXPECTATION 2.G. TEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate		b.2. 110.52.b.	student is expected to:
GRADE LEVEL EXPECTATION 110.52.b. Frequently refine selected pieces to publish for general and specific audiences. 2.F. GRADE LEVEL EXPECTATION 110.52.b. Write both independently and collaboratively. 2.G. FEKS 110.52. Creative Writing (One-Half to One Credit). The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL	b.2. 110.52.b. 2.A.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
EXPECTATION 2.F. GRADE LEVEL 110.52.b. Write both independently and collaboratively. 2.G. FEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION GRADE LEVEL	b.2. 110.52.b. 2.A. 110.52.b. 2.B.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
EXPECTATION 2.G. TEKS 110.52. Creative Writing (One-Half to One Credit). STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 110.52.b.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning.
STUDENT 110.52. The student applies the conventions of usage and the mechanics of written English to communicate	GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 110.52.b.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style.
	GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 2.E. 110.52.b. 110.52.b.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style. Frequently refine selected pieces to publish for general and specific audiences.
	GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 2.E. 110.52.b. 2.F.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style. Frequently refine selected pieces to publish for general and specific audiences. Write both independently and collaboratively.

GRADE LEVEL

EXPECTATION 3.A.

110.52.b. 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).
TEKS STUDENT EXPECTATION	110.53.	Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The
STUDENT EXPECTATION	110.53. b.2. 110.53.b. 2.A.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b.2. 110.53.b.2.A. 110.53.b.2.B.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C. 110.53.b. 2.D.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C. 110.53.b. 2.C.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose. Use effective sequence and transitions to achieve coherence and meaning.

GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.
GRADE LEVEL EXPECTATION	110.53.b. 4.C.	Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts.
GRADE LEVEL EXPECTATION	110.53.b. 4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.1.	The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 1.B.	Use correct spelling.
GRADE LEVEL EXPECTATION	110.54.b. 1.C.	Produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms.
GRADE LEVEL 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.
	2.0.	

GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT	110.58.	Communication process. The student demonstrates knowledge of various communication processes
EXPECTATION		in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	b.1.	
GRADE LEVEL	b.1. 110.58.b. 1.A.	in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C. 110.58.b. 1.G.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task. Identify the components of the listening process.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C. 110.58.b. 1.G. 110.58.b. 1.H.	In professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task. Identify the components of the listening process. Identify specific kinds of listening such as critical, deliberative, and empathic. Recognize the importance of gathering and using accurate and complete information as a basis for making

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	110.58.b.	Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and

GRADE LEVEL 110.58.b. Participate appropriately in conversations.

EXPECTATION 2.F.

2.D.

EXPECTATION

110.58.b. Communicate effectively in interviews.

EXPECTATION 2.G.

GRADE LEVEL

.G.

offering and receiving criticism.

GRADE LEVEL 110.58.b. Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.

EXPECTATION 2.H.

TEKS 110.62. Journalism (One-Half to One Credit).

STUDENT 110.62. The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

GRADE LEVEL 110.62.b. Rewrite copy.

EXPECTATION 3.J.

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

GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.36.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION		Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
		Edit drafts using standard English conventions, including:

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

TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c. 5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly
		complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 6.A.	
	6.A.	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a
EXPECTATION GRADE LEVEL	6.A. 110.37.c.	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: 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	6.A. 110.37.c. 6.C. 110.37.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole.
GRADE LEVEL EXPECTATION TEKS STUDENT	6.A. 110.37.c. 6.C. 110.37. 110.37.c. .8.	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	6.A. 110.37.c. 6.C. 110.37.c 110.37.c .8.	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	6.A. 110.37.c. 6.C. 110.37.c 110.37.c. 8.F. 110.37.c	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	6.A. 110.37.c. 6.C. 110.37.c 110.37.c 8.F. 110.37.c. 9.	complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. Analyze isolated scenes and their contribution to the success of the plot as a whole. English Language Arts and Reading, English II (One Credit), Adopted 2017. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text. English Language Arts and Reading, English II (One Credit), Adopted 2017. Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use

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

TEKS

STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.38.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.

GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.38.c. 8.F.	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT AT ION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.

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

GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.39.c. 8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.39.c. 8.F.	Evaluate how the author's diction and syntax contribute to the effectiveness of a text.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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

EXPECTATION 2.E.

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

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

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

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

STUDENT EXPECTATION		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).

EXPECTATION 5.B.

STUDENT EXPECTATION		The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
GRADE LEVEL	110.47.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:

GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.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	110.50.	The student identifies and analyzes regulations that govern media. The student is expected to:
EXPECTATION	b.3.	
GRADE LEVEL EXPECTATION		Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities.
GRADE LEVEL	110.50.b.	Analyze government regulatory issues regarding censorship, political campaigns, news, ethics, and responsibilities. Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50.	
GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b. 3.B. 110.50. 110.50. b.4.	Contemporary Media (One Credit).
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.50.b. 3.B. 110.50. 110.50. b.4.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming".
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.50.b. 3.B. 110.50. 110.50. b.4. 110.50.b. 4.C. 110.50. b.5.	Contemporary Media (One Credit). The student analyzes the influence of media. The student is expected to: Evaluate standards for "quality programming". Contemporary Media (One Credit). The student analyzes, creates, and evaluates visual and auditory messages. The student is expected to:

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

TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
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:
	b.2.	
GRADE LEVEL	b.2. 110.52.b. 2.A.	student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	b.2. 110.52.b. 2.A. 110.52.b. 2.B.	Select and apply prewriting strategies to generate ideas, develop voice, and plan.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 2.E.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 2.E. 110.52.b. 110.52.b.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style. Frequently refine selected pieces to publish for general and specific audiences.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	b.2. 110.52.b. 2.A. 110.52.b. 2.B. 110.52.b. 2.D. 110.52.b. 2.E. 110.52.b. 2.F. 110.52.b. 110.52.b.	Select and apply prewriting strategies to generate ideas, develop voice, and plan. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. Use effective sequence and transitions to achieve coherence and meaning. Revise drafts by rethinking content, organization, and style. Frequently refine selected pieces to publish for general and specific audiences. Write both independently and collaboratively.

GRADE LEVEL

EXPECTATION 3.A.

110.52.b. 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).
TEKS STUDENT EXPECTATION	110.53.	Research and Technical Writing (One-Half to One Credit). The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The
STUDENT EXPECTATION	110.53. b.2. 110.53.b. 2.A.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b.2. 110.53.b.2.A. 110.53.b.2.B.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C. 110.53.b. 2.D.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.53.b. 2.A. 110.53.b. 2.B. 110.53.b. 2.C. 110.53.b. 2.C.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: Apply prewriting strategies to generate ideas and plan. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose. Use effective sequence and transitions to achieve coherence and meaning.

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

GRADE LEVEL EXPECTATION	110.54.b. 2.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
GRADE LEVEL EXPECTATION	110.54.b. 2.H.	Use available technology for creating, revising, editing, and publishing texts.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT	110.58.	Communication process. The student demonstrates knowledge of various communication processes
EXPECTATION		in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	b.1.	
GRADE LEVEL	b.1. 110.58.b. 1.A.	in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C. 110.58.b. 1.G.	in professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task. Identify the components of the listening process.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.58.b. 1.A. 110.58.b. 1.B. 110.58.b. 1.C. 110.58.b. 1.G. 110.58.b. 1.H.	In professional and social contexts. The student is expected to: Explain the importance of effective communication skills in professional and social contexts. Identify the components of the communication process and their functions. Identify standards for making appropriate communication choices for self, listener, occasion, and task. Identify the components of the listening process. Identify specific kinds of listening such as critical, deliberative, and empathic. Recognize the importance of gathering and using accurate and complete information as a basis for making

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 110.58.b. Identify types of professional and social relationships, their importance, and the purposes they serve. EXPECTATION 2.A.

GRADE LEVEL 110.58.b. Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.

EXPECTATION 2.B.

GRADE LEVEL 110.58.b. Use communication management skills to develop appropriate assertiveness, tact, and courtesy.

EXPECTATION 2.C.

2.C.

GRADE LEVEL 110.58.

110.58.b. Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and

EXPECTATION 2.D. offering and receiving criticism.

GRADE LEVEL 110.58.b. Participate appropriately in conversations.

EXPECTATION 2.F.

110.58.b. Communicate effectively in interviews.

GRADE LEVEL 110 EXPECTATION 2.G.

2.G.

GRADE LEVEL 110.58.b. Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.

EXPECTATION 2.H.

TEKS 110.62. Journalism (One-Half to One Credit).

STUDENT 110.62. The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:

GRADE LEVEL 110.62.b. Rewrite copy.

EXPECTATION 3.J.

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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.

EXPECTATION .1. oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
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GRADE LEVEL 110.36.c. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting EXPECTATION 1.A. communication to audiences and purposes.

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

GRADE LEVEL EXPECTATION	110.36.c. 6.C.	Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.
GRADE LEVEL EXPECTATION	110.36.c. 6.D.	Analyze how the setting influences the theme.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 8.B.	Analyze use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.36.c. 8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.
TEKS	110.36.	English Language Arts and Reading, English I (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL	110.36.c	Edit drafts using standard English conventions, including:

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

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

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

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

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

GRADE LEVEL EXPECTATION	110.38.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.38.c. 6.C.	Evaluate how different literary elements shape the author's portrayal of the plot.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 8.B.	Evaluate use of text structure to achieve the author's purpose.
GRADE LEVEL EXPECTATION	110.38.c. 8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.
GRADE LEVEL EXPECTATION	110.38.c. 8.F.	Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.

TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
GRADE LEVEL EXPECTATION	110.38.c. 9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 9.E.	Publish written work for appropriate audiences.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.39.c. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 4.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 4.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 5.A.	Describe personal connections to a variety of sources, including self-selected texts.
GRADE LEVEL EXPECTATION	110.39.c. 5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.39.c. 5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.l.	Reflect on and adjust responses when valid evidence warrants.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c. 6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
GRADE LEVEL EXPECTATION	110.39.c. 6.C.	Critique and evaluate how complex plot structures such as subplots contribute to and advance the action.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECT ATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 7.C.	Analyze and evaluate how the relationships among the dramatic elements advance the plot.

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

TEKS

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

GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
		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:
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).
TEKS STUDENT EXPECTATION	110.47.	Reading I, II, III (One-Half to Three Credits). The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:
STUDENT	110.47. b.5.	The student draws complex inferences and analyzes and evaluates information within and across texts
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:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47. b.5. 110.47.b. 5.B. 110.47.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47. b.5. 110.47.b. 5.B. 110.47. b.6.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.47.b.5. 110.47.b.5.B. 110.47. 110.47. 110.47. 6.6.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.5.B. 110.47.b.110.47.b.6.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.47.b.5.B. 110.47.b.110.47.b.6. 110.47.b.6.A. 110.47.b.110.47.b.110.47.b.110.47.b.110.47.b.110.47.b.110.47.b.110.47.b.110.47.b.110.47.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.47.b.5.B. 110.47.b.110.47.b.6. 110.47.b.6. 110.47.b.6. 110.47.b.110.47.b.6.C.	The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: Identify explicit and implicit meanings of texts. Reading I, II, III (One-Half to Three Credits). The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: Identify and analyze the audience, purpose, and message of the text. Analyze the presentation of information and the strength of quality of the evidence used by the author. Reading I, II, III (One-Half to Three Credits). The student reads with fluency and understanding in increasingly demanding and varied texts. The

STUDENT EXPECTATION	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:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
GRADE LEVEL EXPECTATION	110.48.b. 2.F.	Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.3.	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
GRADE LEVEL EXPECTATION	110.48.b. 3.C.	Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.4.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:

GRADE LEVEL EXPECTATION	110.48.b. 4.D.	Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.
GRADE LEVEL EXPECTATION	110.48.b. 4.E.	Identify explicit and implicit textual information in text.
GRADE LEVEL EXPECTATION	110.48.b. 4.F.	Support complex inferences with text evidence and experience.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.5.	The student uses study strategies to learn from a variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 5.A.	Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions.
GRADE LEVEL EXPECTATION	110.48.b. 5.B.	Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.
TEKS	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.6.	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 6.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.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.A.	Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.
GRADE LEVEL EXPECTATION	110.51.b. 2.B.	Propose and provide examples of themes that cross texts.
GRADE LEVEL EXPECTATION	110.51.b. 2.D.	Analyze relevance of setting and time frame to text's meaning.
GRADE LEVEL EXPECTATION	110.51.b. 2.E.	Identify basic conflicts.

GRADE LEVEL EXPECTATION	110.51.b. 2.F.	Describe the development of plot and how conflicts are addressed and resolved.
GRADE LEVEL EXPECTATION	110.51.b. 2.G.	Analyze characters' traits, motivations, changes, and stereotypical features.
GRADE LEVEL EXPECTATION	110.51.b. 2.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
GRADE LEVEL EXPECTATION	110.51.b. 2.l.	Determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric.
GRADE LEVEL EXPECTATION	110.51.b. 2.J.	Identify and analyze text structures.
GRADE LEVEL EXPECTATION	110.51.b. 2.N.	Tell how points of view affect tone, characterization, and credibility.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.3.	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 3.A.	Analyze the characteristics of well-constructed texts.
GRADE LEVEL EXPECTATION	110.51.b. 3.C.	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.4.	The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 4.B.	Recognize and discuss themes and connections that cross cultures.
TEKS	110.51.	Literary Genres (One-Half to One Credit).
STUDENT EXPECTATION	110.51. b.5.	The student uses writing as a tool for learning and researching literary genres. The student is expected to:
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
TEKS	110.52.	Creative Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.52. b.1.	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b. 1.D.	Employ various points of view to communicate effectively.

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

GRADE LEVEL EXPECTATION	110.53.b. 1.A.	Write informative and persuasive texts, including essays, reports, and proposals.
GRADE LEVEL EXPECTATION	110.53.b. 1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
GRADE LEVEL EXPECTATION	110.53.b. 1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.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.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.4.	The student applies the conventions of usage and mechanics of written English. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
GRADE LEVEL EXPECTATION	110.53.b. 4.B.	Use correct spelling in the final draft.

GRADE LEVEL 110.53.b. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, EXPECTATION 4.C. and verb forms in final drafts.

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:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.

GRADE LEVEL

EXPECTATION 3.C.

110.54.b. Practice effective, efficient note taking.

TEKS	110.55.	Humanities (One-Half to Two Credits).
STUDENT EXPECTATION	110.55. b.5.	The student analyzes and critiques the significance of visual representations. The student is expected to:
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.1.	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 1.A.	Explain the importance of effective communication skills in professional and social contexts.
GRADE LEVEL EXPECTATION	110.58.b. 1.B.	Identify the components of the communication process and their functions.
GRADE LEVEL EXPECTATION	110.58.b. 1.C.	Identify standards for making appropriate communication choices for self, listener, occasion, and task.
GRADE LEVEL EXPECTATION	110.58.b. 1.G.	Identify the components of the listening process.
GRADE LEVEL EXPECTATION	110.58.b. 1.H.	Identify specific kinds of listening such as critical, deliberative, and empathic.
GRADE LEVEL EXPECTATION	110.58.b. 1.l.	Recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions.
GRADE LEVEL EXPECTATION	110.58.b. 1.J.	Identify and analyze ethical and social responsibilities of communicators.
GRADE LEVEL EXPECTATION	110.58.b. 1.K.	Recognize and analyze appropriate channels of communication in organizations.
TEKS	110.58.	Communication Applications (One-Half Credit).
STUDENT EXPECTATION	110.58. b.2.	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.b. 2.A.	Identify types of professional and social relationships, their importance, and the purposes they serve.
GRADE LEVEL EXPECTATION	110.58.b. 2.B.	Employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships.
GRADE LEVEL EXPECTATION	110.58.b. 2.C.	Use communication management skills to develop appropriate assertiveness, tact, and courtesy.

GRADE LEVEL 110.58.b. Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and

EXPECTATION 2.D. 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 .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.37.	English Language Arts and Reading, English II (One Credit), Adopted 2017.
STUDENT EXPECTATION	110.37.c .9.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
TEKS	110.38.	English Language Arts and Reading, English III (One Credit), Adopted 2017.
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.38.c .9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
TEKS	110.39.	English Language Arts and Reading, English IV (One Credit), Adopted 2017.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c .9.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.
		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:
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.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	110.48.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	110.48. b.2.	The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.b. 2.A.	Expand vocabulary through wide reading, viewing, listening, and discussion.
TEKS	110.49.	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.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.G.	Write both independently and collaboratively.
TEKS	110.52.	Creative Writing (One-Half to One Credit).

STUDENT EXPECTATION	110.52. b.4.	The student evaluates his/her own writing and the writings of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.52.b. 4.B.	Generate and apply peer and self-assessment.
GRADE LEVEL EXPECTATION	110.52.b. 4.C.	Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.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.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.2.	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 2.B.	Employ precise language and technical vocabulary to communicate ideas clearly and concisely.
GRADE LEVEL EXPECTATION	110.53.b. 2.l.	Write both independently and collaboratively.
TEKS	110.53.	Research and Technical Writing (One-Half to One Credit).
STUDENT EXPECTATION	110.53. b.5.	The student evaluates his/her own writing and the writing of others. The student is expected to:
GRADE LEVEL EXPECTATION	110.53.b. 5.B.	Apply criteria to evaluate writing.
GRADE LEVEL EXPECTATION	110.53.b. 5.C.	Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.
TEKS	110.54.	Practical Writing Skills (One-Half to One Credit).
STUDENT EXPECTATION	110.54. b.3.	The student reads and writes for a variety of audiences and purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
TEKS	110.54.	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:
GRADE LEVEL EXPECTATION	110.54.b. 4.A.	Evaluate how well writing achieves its purposes.

GRADE LEVEL 110.54.b. Review written work to determine its strengths and weaknesses and to set goals as a writer. EXPECTATION 4.C.