

# Main Criteria: University-Ready Writing

## Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts

Grade: 11

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

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

STUDENT EXPECTATION	110.36.c.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
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GRADE LEVEL EXPECTATION	110.36.c.1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
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#### TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.c.4.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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#### TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

STUDENT EXPECTATION	110.36.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.36.c.5.C.	Use text evidence and original commentary to support a comprehensive response.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.36.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
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GRADE LEVEL EXPECTATION	110.36.c.5.i.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.36.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c.9.D.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.36.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

GRADE LEVEL EXPECTATION	110.37.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c.9.D.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.37.c. 10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.37.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
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**TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.37.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.38.c. 1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.38.c. 5.C.	Use text evidence and original commentary to support an analytic response.
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GRADE LEVEL EXPECTATION	110.38.c. 5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.38.c.5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.10.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.
GRADE LEVEL EXPECTATION	110.38.c.10.F.	Compose rhetorical analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c. 4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c. 5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 7.D.</b>	<b>Critique and evaluate characteristics and structural elements of informational texts such as:</b>

INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c. 9.E.	Publish written work for appropriate audiences.
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<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
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<b>STUDENT EXPECTATION</b>	<b>110.39.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c. 10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.39.c. 10.C.	Compose argumentative texts using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.39.c. 10.F.	Compose rhetorical analysis using genre characteristics and craft.
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<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
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<b>STUDENT EXPECTATION</b>	<b>110.39.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
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**Grade 11 - Adopted: 2011**

<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
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<b>STUDENT EXPECTATION</b>	<b>110.46.b. 1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.46.b. 1.A.	Read widely for further study.
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**TEKS 110.46. Independent Study in English (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.46.b. 2.</b>	<b>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>
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GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 3.</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b.6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b.6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.7.</b>	<b>The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.9.</b>	<b>The student reads and responds to informational texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.9.E.	Communicate information gained from reading.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>

<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.5.A.	Use writing to discover, record, review, and learn.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b.1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.G.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.

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

<b>STUDENT EXPECTATION</b>	<b>110.54.b.3.</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.54.b.3.A.	Read a variety of informational text.
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GRADE LEVEL EXPECTATION	110.54.b.3.C.	Practice effective, efficient note taking.
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**TEKS 110.54. Practical Writing Skills (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.54.b.5.</b>	<b>The student analyzes informational text. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.54.b.5.A.	Use effective reading strategies to determine a written work's purpose and intended audience.
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GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
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GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
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GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
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GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
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GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
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GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.1.</b>	<b>The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.62.b.1.E.	Understand the consequences of plagiarism.

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## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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.
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GRADE LEVEL EXPECTATION	110.36.c.1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.36.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.8.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.8.A.	Analyze the author's purpose, audience, and message within a text.
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GRADE LEVEL EXPECTATION	110.36.c.8.D.	Analyze how the author's use of language achieves specific purposes.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.36.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.36.c.9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
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INDICATOR	110.36.c.9.D.vi.	Correct spelling.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.E.</b>	<b>Publish written work for appropriate audiences.</b>

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.36.c.11.F.	Synthesize information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.36.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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**TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.37.c.1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
GRADE LEVEL EXPECTATION	110.37.c.1.C.	Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.37.c.1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.8.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.8.A.	Analyze the author's purpose, audience, and message within a text.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
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INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
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**TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

INDICATOR	110.37.c.9.D.iv.	Correct capitalization.
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INDICATOR	110.37.c.9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
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INDICATOR	110.37.c.9.D.vi.	Correct spelling.
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**TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.E.</b>	<b>Publish written work for appropriate audiences.</b>

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.37.c.11.C.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.37.c.11.F.	Synthesize information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.37.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.38.c.1.C.	Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.38.c.1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.38.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.38.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.38.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.7.</b>	<b>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:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.7.D.</b>	<b>Analyze characteristics and structural elements of informational texts such as:</b>
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INDICATOR	110.38.c.7.D.ii.	The relationship between organizational design and author's purpose.
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**TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.8.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.8.A.	Analyze the author's purpose, audience, and message within a text.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.10.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.39.c.1.C.	Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.39.c.1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
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GRADE LEVEL EXPECTATION	110.39.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.39.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.39.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.7.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
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INDICATOR	110.39.c. 7.D.ii.	The relationship between organizational design and author's purpose.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 8.</b>	<b>Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c. 8.A.	Evaluate the author's purpose, audience, and message within a text.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c. 10.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
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<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>

GRADE LEVEL EXPECTATION	110.46.b.2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
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GRADE LEVEL EXPECTATION	110.46.b.2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
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GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.1.</b>	<b>The student uses a variety of word recognition strategies. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.47.b.1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
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<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.47.b.2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.3.</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.47.b.3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.47.b.4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.5.</b>	<b>The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.5.B.	Identify explicit and implicit meanings of texts.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>
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.
GRADE LEVEL EXPECTATION	110.47.b.6.D.	Evaluate the author's motivation, stance, or position and its effect on the validity of the text.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>

<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.4.A.	Analyze audience, purpose, and message of text.
GRADE LEVEL EXPECTATION	110.48.b.4.C.	Evaluate the author's motivation, stance, or position and its effect on the validity of the text.
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.1.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.51.b.3.D. Examine strategies that writers in different fields use to compose.

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

<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.51.b.5.A. Use writing to discover, record, review, and learn.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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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.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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b.4.A. Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.

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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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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.D. Use effective sequence and transitions to achieve coherence and meaning.

GRADE LEVEL EXPECTATION	110.53.b. 2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.

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

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b. 5.A.	Analyze and discuss published pieces as writing models.
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).**

<b>STUDENT EXPECTATION</b>	<b>110.54.b. 2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.54.b.5.</b>	<b>The student analyzes informational text. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.54.b.5.A.	Use effective reading strategies to determine a written work's purpose and intended audience.
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GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
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GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
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GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
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GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
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GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
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GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
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GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
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**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.5.</b>	<b>Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.5.A.	Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.
GRADE LEVEL EXPECTATION	110.57.b.5.B.	Choose logical proofs and appeals that meet standard tests of evidence.
GRADE LEVEL EXPECTATION	110.57.b.5.C.	Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches.
GRADE LEVEL EXPECTATION	110.57.b.5.D.	Choose proofs and appeals that enhance a specific topic, purpose, and tone.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.7.</b>	<b>Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.7.B.	Rehearse and employ a variety of delivery strategies.
GRADE LEVEL EXPECTATION	110.57.b.7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
GRADE LEVEL EXPECTATION	110.57.b.7.D.	Use notes, manuscripts, rostrum, visual aids, and/or electronic devices.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.58.b. 2.F. Participate appropriately in conversations.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.58.b. 3.E. Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 4.</b>	<b>Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.58.b. 4.E. Use information effectively to support and clarify points in presentations.

GRADE LEVEL EXPECTATION 110.58.b. 4.F. Prepare scripts or notes for presentations.

GRADE LEVEL EXPECTATION 110.58.b. 4.I. Use effective verbal and nonverbal strategies in presentations.

GRADE LEVEL EXPECTATION 110.58.b. 4.K. Make individual presentations to inform, persuade, or motivate an audience.

**TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.59.b. 6.</b>	<b>Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.59.b. 6.C. Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

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

<b>STUDENT EXPECTATION</b>	<b>110.61.b. 3.</b>	<b>Produce. The student produces the final product for the project. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.61.b. 3.D. Organize and outline the text for the presentation.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
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GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.
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**TEKS 110.63. Independent Study in Journalism (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.63.b.1.</b>	<b>The student refines and enhances journalistic skills. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.63.b.1.E.	Link related information and ideas from a variety of sources.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 11 - Adopted: 2017**

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.36.c.1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
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GRADE LEVEL EXPECTATION	110.36.c.1.D.	Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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**TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.5.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

STUDENT EXPECTATION	110.36.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.7.D.	Analyze characteristics and structural elements of informational texts such as:

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

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

STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

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

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

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

STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:

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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c. 5.C.	Use text evidence and original commentary to support an interpretive response.

GRADE LEVEL EXPECTATION	110.37.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

STUDENT EXPECTATION	110.37.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.7.D.	Analyze characteristics and structural elements of informational texts such as:

INDICATOR 110.37.c.7.D.i. Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.

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

STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR 110.37.c.9.B.i. Using an organizing structure appropriate to purpose, audience, topic, and context.

INDICATOR 110.37.c.9.B.ii. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

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

STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:

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.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c.5.G.	Discuss and write about the explicit and implicit meanings of text.

GRADE LEVEL EXPECTATION	110.38.c.5.i.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.10.E.	Compose literary analysis using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.38.c.10.F.	Compose rhetorical analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.5.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.39.c.5.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.39.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c.5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c.7.D.</b>	<b>Critique and evaluate characteristics and structural elements of informational texts such as:</b>

INDICATOR	110.39.c. 7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.39.c. 9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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INDICATOR	110.39.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 9.D.</b>	<b>Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</b>

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 10.E.</b>	<b>Compose literary analysis using genre characteristics and craft.</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 10.F.</b>	<b>Compose rhetorical analysis using genre characteristics and craft.</b>
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 11.H.</b>	<b>Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</b>

### Grade 11 - Adopted: 2011

<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b. 1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.46.b. 1.A.</b>	<b>Read widely for further study.</b>
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**TEKS 110.46. Independent Study in English (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.46.b. 2.</b>	<b>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>
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GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 3.</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b. 4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
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GRADE LEVEL EXPECTATION	110.47.b. 4.F.	Use study skills such as previewing, highlighting, annotating, note taking, and outlining.
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**TEKS 110.47. Reading I, II, III (One-Half to Three Credits).**

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b. 6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b.6.A.	Identify and analyze the audience, purpose, and message of the text.
GRADE LEVEL EXPECTATION	110.47.b.6.C.	Analyze the presentation of information and the strength of quality of the evidence used by the author.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.7.</b>	<b>The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.9.</b>	<b>The student reads and responds to informational texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.9.E.	Communicate information gained from reading.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.

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

<b>STUDENT EXPECTATION</b>	<b>110.51.b. 5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.51.b. 5.A. Use writing to discover, record, review, and learn.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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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.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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b. 4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b. 4.A. Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.

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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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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.D. Use effective sequence and transitions to achieve coherence and meaning.

GRADE LEVEL EXPECTATION 110.53.b. 2.F. Edit as appropriate for the conventions of standard written English.

GRADE LEVEL EXPECTATION 110.53.b. 2.G. Use resources such as texts and other people for editing.

GRADE LEVEL EXPECTATION 110.53.b. 2.H. Use available technology for aspects of creating, revising, editing, and publishing texts.

GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 3.</b>	<b>The student writes to investigate self-selected and assigned topics. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b. 5.A.	Analyze and discuss published pieces as writing models.
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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 3.</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b. 3.A.	Read a variety of informational text.
GRADE LEVEL EXPECTATION	110.54.b. 3.C.	Practice effective, efficient note taking.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.54.b. 4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b. 4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b. 4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 5.</b>	<b>The student analyzes informational text. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b. 5.A.	Use effective reading strategies to determine a written work's purpose and intended audience.
GRADE LEVEL EXPECTATION	110.54.b. 5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b. 3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 3.C.	Describe and analyze the relationship between form and expression.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b. 4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 4.B.	Discuss conditions that encourage creativity.

GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.3.</b>	<b>Invention. The student plans speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.3.E.	Analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.4.</b>	<b>Organization. The student organizes speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.4.E.	Analyze and evaluate the organization of oral or written speech models.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.5.</b>	<b>Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.57.b.5.G.	Analyze and evaluate the proofs and appeals used in oral or written speech models.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
GRADE LEVEL EXPECTATION	110.58.b.2.G.	Communicate effectively in interviews.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.

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## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.36.c.5.i.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c.9.D.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

GRADE LEVEL EXPECTATION	110.37.c.1.A.	Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.
GRADE LEVEL EXPECTATION	110.37.c.1.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.37.c.9.D.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.37.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.39.c.1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.5.I. Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

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.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.9.D. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

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.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.10.B. Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

**Grade 11 - Adopted: 2011**

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

<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>
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GRADE LEVEL EXPECTATION	110.46.b.2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
GRADE LEVEL EXPECTATION	110.46.b.2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.5.A.	Use writing to discover, record, review, and learn.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.1.B.	Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.D.	Use effective sequence and transitions to achieve coherence and meaning.
GRADE LEVEL EXPECTATION	110.53.b.2.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b.2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.

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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b.4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b.4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b. 4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b. 4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b. 4.D.	Discuss the major historical and cultural movements as reflected in various art forms.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b. 5.B.	Examine the impact of literature and various other art forms.

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

<b>STUDENT EXPECTATION</b>	<b>110.57.b. 2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b. 2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b. 2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b. 2.E.	Identify and analyze characteristics of speeches for special occasions.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.

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## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.36.c.9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.36.c.9.D.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c. 9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c. 5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.38.c. 5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.9.A.	Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
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INDICATOR	110.39.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.9.D.	Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.
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GRADE LEVEL EXPECTATION	110.39.c.9.E.	Publish written work for appropriate audiences.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.39.c.10.C.	Compose argumentative texts using genre characteristics and craft.
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**TEKS 110.46. Independent Study in English (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.46.b. 2.</b>	<b>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>
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GRADE LEVEL EXPECTATION	110.46.b. 2.C.	Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.
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GRADE LEVEL EXPECTATION	110.46.b. 2.E.	Use writing as a tool such as to reflect, explore, or problem solve.
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**TEKS 110.48. College Readiness and Study Skills (One-Half Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.48.b. 1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.48.b. 1.B.	Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing.
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**TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.49.b. 2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.49.b. 2.B.	Compare and contrast media with other art forms.
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**TEKS 110.51. Literary Genres (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.51.b. 3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.51.b. 3.D.	Examine strategies that writers in different fields use to compose.
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**TEKS 110.51. Literary Genres (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.51.b. 5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
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**TEKS 110.52. Creative Writing (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b. 1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.52.b. 1.A.	Write expressive, informative, and persuasive literary texts effectively.
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GRADE LEVEL EXPECTATION	110.52.b. 1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
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**TEKS 110.52. Creative Writing (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b. 4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b. 2.A.	Apply prewriting strategies to generate ideas and plan.
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.

GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.
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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b.4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b.4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.

GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.5.</b>	<b>Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.5.A.	Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.
GRADE LEVEL EXPECTATION	110.57.b.5.B.	Choose logical proofs and appeals that meet standard tests of evidence.
GRADE LEVEL EXPECTATION	110.57.b.5.C.	Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches.
GRADE LEVEL EXPECTATION	110.57.b.5.D.	Choose proofs and appeals that enhance a specific topic, purpose, and tone.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.7.</b>	<b>Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.7.B.	Rehearse and employ a variety of delivery strategies.
GRADE LEVEL EXPECTATION	110.57.b.7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
GRADE LEVEL EXPECTATION	110.57.b.7.D.	Use notes, manuscripts, rostrum, visual aids, and/or electronic devices.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 4.</b>	<b>Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b. 4.E.	Use information effectively to support and clarify points in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.F.	Prepare scripts or notes for presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.I.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b. 4.K.	Make individual presentations to inform, persuade, or motivate an audience.

**TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.59.b. 6.</b>	<b>Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.61.b. 3.</b>	<b>Produce. The student produces the final product for the project. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b. 3.D.	Organize and outline the text for the presentation.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.62.b. 3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b. 3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b. 3.J.	Rewrite copy.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

## Language Arts

Grade 11 - Adopted: 2017

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

<b>STUDENT EXPECTATION</b>	110.36.c.1.	<b>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:</b>
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.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.**

<b>STUDENT EXPECTATION</b>	110.36.c.5.	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	110.36.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.**

<b>STUDENT EXPECTATION</b>	110.36.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.36.c.9.D.	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.36.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.

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

<b>STUDENT EXPECTATION</b>	110.37.c.1.	<b>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:</b>
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.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.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.37.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.38.c.9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION	110.39.c.1.D.	Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
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**TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.**

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.39.c.9.C.	Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.
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**Grade 11 - Adopted: 2011**

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

<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
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**TEKS 110.52. Creative Writing (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b.1.F.	Use word choice, sentence structure, and repetition to create tone.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.3.</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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 110.53. Research and Technical Writing (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.53.b. 5.B. Apply criteria to evaluate writing.

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

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

GRADE LEVEL EXPECTATION 110.54.b. 1.D. Use varied sentence structures to express meanings and achieve desired effect.

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

<b>STUDENT EXPECTATION</b>	<b>110.54.b. 2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.54.b. 2.D. Use effective sequence and transitions to achieve coherency.

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.

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

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

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.55.b. 2.C. Compare reviews of literature, film performance, and other art forms with his/her own responses.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.55.b. 3.A. Show an in-depth understanding of creative achievements in literature and the arts through writing.

GRADE LEVEL EXPECTATION 110.55.b. 3.B. Describe how personal creativity is expressed within the requirements of an art form.

GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
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**TEKS**      **110.55.**      **Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
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GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
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GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
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GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
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GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
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**TEKS**      **110.55.**      **Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
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GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
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**TEKS**      **110.58.**      **Communication Applications (One-Half Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
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**TEKS**      **110.58.**      **Communication Applications (One-Half Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 11 - Adopted: 2017**

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>

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.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.36.c. 9.E. Publish written work for appropriate audiences.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.37.c. 1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.37.c. 1.C. Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.37.c. 1.D. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c. 5.F. Respond using acquired content and academic vocabulary as appropriate.

GRADE LEVEL EXPECTATION 110.37.c. 5.I. Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c.9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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INDICATOR 110.37.c.9.B.i. Using an organizing structure appropriate to purpose, audience, topic, and context.

INDICATOR 110.37.c.9.B.ii. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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INDICATOR 110.37.c.9.D.i. A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.

INDICATOR 110.37.c.9.D.iv. Correct capitalization.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c.9.E. Publish written work for appropriate audiences.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.5.F.	Respond using acquired content and academic vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 11.G.</b>	<b>Examine sources for:</b>
INDICATOR	110.39.c. 11.G.ii.	Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur.

### Grade 11 - Adopted: 2011

<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b. 2.</b>	<b>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>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.47.b. 2.B.	Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b. 1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b. 2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b. 2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b. 3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b. 3.D.	Examine strategies that writers in different fields use to compose.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b. 5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b. 1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.3.</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b.2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.

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

<b>STUDENT EXPECTATION</b>	<b>110.53.b.4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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 110.53. Research and Technical Writing (One-Half to One Credit).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.
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).**

<b>STUDENT EXPECTATION</b>	<b>110.54.b.1.</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
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.D.	Use varied sentence structures to express meanings and achieve desired effect.

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

<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.

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

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

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b. 4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b. 4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b. 4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b. 5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b. 2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b. 2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b. 2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b. 2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b. 5.</b>	<b>Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 5.A.	Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.
GRADE LEVEL EXPECTATION	110.57.b. 5.B.	Choose logical proofs and appeals that meet standard tests of evidence.

GRADE LEVEL EXPECTATION	110.57.b.5.C.	Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches.
GRADE LEVEL EXPECTATION	110.57.b.5.D.	Choose proofs and appeals that enhance a specific topic, purpose, and tone.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.7.</b>	<b>Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.7.B.	Rehearse and employ a variety of delivery strategies.
GRADE LEVEL EXPECTATION	110.57.b.7.C.	Develop verbal, vocal, and physical skills to enhance presentations.
GRADE LEVEL EXPECTATION	110.57.b.7.D.	Use notes, manuscripts, rostrum, visual aids, and/or electronic devices.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.4.</b>	<b>Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.4.E.	Use information effectively to support and clarify points in presentations.
GRADE LEVEL EXPECTATION	110.58.b.4.F.	Prepare scripts or notes for presentations.
GRADE LEVEL EXPECTATION	110.58.b.4.I.	Use effective verbal and nonverbal strategies in presentations.
GRADE LEVEL EXPECTATION	110.58.b.4.K.	Make individual presentations to inform, persuade, or motivate an audience.
<b>TEKS</b>	<b>110.59.</b>	<b>Oral Interpretation I, II, III (One to Three Credits).</b>

<b>STUDENT EXPECTATION</b>	<b>110.59.b.6.</b>	<b>Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.59.b.6.C.	Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.3.</b>	<b>Produce. The student produces the final product for the project. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b.3.D.	Organize and outline the text for the presentation.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.4.</b>	<b>Rehearse and present. The student presents the final product. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b.4.B.	Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

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

**STUDENT EXPECTATION 110.36.c.1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:**

GRADE LEVEL EXPECTATION 110.36.c.1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.36.c.1.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.4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

GRADE LEVEL EXPECTATION	110.36.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.36.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.7.D.</b>	<b>Analyze characteristics and structural elements of informational texts such as:</b>
INDICATOR	110.36.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.E.</b>	<b>Publish written work for appropriate audiences.</b>
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.10.B.</b>	<b>Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</b>
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.11.H.</b>	<b>Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</b>
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>

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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.7.D.</b>	<b>Analyze characteristics and structural elements of informational texts such as:</b>
INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.B.	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.D.	<b>Edit drafts using standard English conventions, including:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.10.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c. 4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c. 5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c. 5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 7.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.F.	Compose rhetorical analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.39.c. 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c. 4.F. Make inferences and use evidence to support understanding.

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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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.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

GRADE LEVEL EXPECTATION 110.39.c. 5.G. Discuss and write about the explicit and implicit meanings of text.

GRADE LEVEL EXPECTATION 110.39.c. 5.I. Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c. 7.</b>	<b>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:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c. 7.D.</b>	<b>Critique and evaluate characteristics and structural elements of informational texts such as:</b>
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INDICATOR 110.39.c. 7.D.i. Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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INDICATOR 110.39.c.9.B.i. Using strategic organizational structures appropriate to purpose, audience, topic, and context.

INDICATOR 110.39.c.9.B.ii. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.9.D. Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.

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.**

<b>STUDENT EXPECTATION</b>	<b>110.39.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.10.B. Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.

GRADE LEVEL EXPECTATION 110.39.c.10.F. Compose rhetorical analysis using genre characteristics and craft.

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

<b>STUDENT EXPECTATION</b>	<b>110.39.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.39.c.11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

**Grade 11 - Adopted: 2011**

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

<b>STUDENT EXPECTATION</b>	<b>110.46.b.1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.1.</b>	<b>The student uses a variety of word recognition strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.3.</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.5.</b>	<b>The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.5.B.	Identify explicit and implicit meanings of texts.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.7.</b>	<b>The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.9.</b>	<b>The student reads and responds to informational texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.9.E.	Communicate information gained from reading.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.

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

<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.51.b.5.A. Use writing to discover, record, review, and learn.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b.1.B. Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.

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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b.2.A. Select and apply prewriting strategies to generate ideas, develop voice, and plan.

GRADE LEVEL EXPECTATION 110.52.b.2.B. Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.

GRADE LEVEL EXPECTATION 110.52.b.2.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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b.3.</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b.3.A. Use correct capitalization and punctuation.

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).**

<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.52.b.4.A. Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language.

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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b. 4.A.	Use correct capitalization and punctuation.
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).
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.
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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.1.</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
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.D.	Use varied sentence structures to express meanings and achieve desired effect.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.3.</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.3.A.	Read a variety of informational text.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>

<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b.4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b.4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.5.</b>	<b>The student analyzes informational text. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.5.A.	Use effective reading strategies to determine a written work's purpose and intended audience.
GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.

GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.2.</b>	<b>Research. The student conducts research to support and develop the approved project. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.61.b.2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade 11 - Adopted: 2017**

<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c.11.C.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.36.c.11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c.11.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.36.c.11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
GRADE LEVEL EXPECTATION	110.36.c.11.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.6.B.	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.
GRADE LEVEL EXPECTATION	110.37.c.6.D.	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.6.D.	Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>

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.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.39.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.6.D.	Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.39.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c.10.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.I.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Grade 11 - Adopted: 2011**

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

<b>STUDENT EXPECTATION</b>	<b>110.46.b.1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>
GRADE LEVEL EXPECTATION	110.46.b.2.D.	Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.3.</b>	<b>The student produces visual representations that communicate with others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.3.A.	Use a variety of forms and technologies to communicate specific messages.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.2.</b>	<b>The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.2.C.	Connect literature to historical context, current events, and his/her own experiences.
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.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b.1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.

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

<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b.3.</b>	<b>The student writes to investigate self-selected and assigned topics. The student is expected to:</b>
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).**

<b>STUDENT EXPECTATION</b>	<b>110.53.b.4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.53.b.4.E.	Consistently use a documentation manual or form consistent with the student's field of study such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.2.B.	Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.3.</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.3.B.	Write informational text.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.B.	Analyze and discuss published pieces as writing models.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b. 4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b. 4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b. 4.D.	Discuss the major historical and cultural movements as reflected in various art forms.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b. 5.B.	Examine the impact of literature and various other art forms.

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

<b>STUDENT EXPECTATION</b>	<b>110.57.b. 2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b. 2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b. 2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b. 2.E.	Identify and analyze characteristics of speeches for special occasions.

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

<b>STUDENT EXPECTATION</b>	<b>110.57.b. 7.</b>	<b>Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 7.D.	Use notes, manuscripts, rostrum, visual aids, and/or electronic devices.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.4.</b>	<b>Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.4.G.	Prepare and use visual or auditory aids, including technology, to enhance presentations.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.1.</b>	<b>Propose. The student plans and designs an independent study project. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b.1.C.	Develop a formal proposal for the project.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.2.</b>	<b>Research. The student conducts research to support and develop the approved project. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b.2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
<b>TEKS</b>	<b>110.63.</b>	<b>Independent Study in Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.63.b.1.</b>	<b>The student refines and enhances journalistic skills. The student is expected to:</b>
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 11 - Adopted: 2017

<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.1.</b>	<b>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:</b>

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.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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.36.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.10.B.	Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c.11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.36.c.11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.36.c.11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.37.c.6.B.	Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.
GRADE LEVEL EXPECTATION	110.37.c.6.D.	Analyze how historical and cultural settings influence characterization, plot, and theme across texts.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.B.	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.D.	<b>Edit drafts using standard English conventions, including:</b>
INDICATOR	110.37.c.9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional spllices, 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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.10.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.37.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.37.c.11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.37.c.11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

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

<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.I.	Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.38.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.6.D.	Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

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

<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.38.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c. 11.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.38.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.38.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c. 5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>

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.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.6.D.	Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.9.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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c.10.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
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.A.	Develop questions for formal and informal inquiry.
GRADE LEVEL EXPECTATION	110.39.c. 11.D.	Modify the major research question as necessary to refocus the research plan.
GRADE LEVEL EXPECTATION	110.39.c. 11.H.	Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

### Grade 11 - 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.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 110.48. 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.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 110.49. 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.B. Compare and contrast media with other art forms.

**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.C.	Connect literature to historical context, current events, and his/her own experiences.
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.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.5.A.	Use writing to discover, record, review, and learn.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b.1.A.	Write expressive, informative, and persuasive literary texts effectively.
GRADE LEVEL EXPECTATION	110.52.b.1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
GRADE LEVEL EXPECTATION	110.52.b.1.F.	Use word choice, sentence structure, and repetition to create tone.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.3.</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.52.b.3.A.	Use correct capitalization and punctuation.
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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b.2.G.	Use resources such as texts and other people for editing.

GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.3.</b>	<b>The student writes to investigate self-selected and assigned topics. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.3.A.	Use writing to formulate questions, refine topics, and clarify ideas.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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).
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.5.A.	Analyze and discuss published pieces as writing models.
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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.1.</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
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.D.	Use varied sentence structures to express meanings and achieve desired effect.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>

<b>STUDENT EXPECTATION</b>	<b>110.54.b. 2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 3.</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b. 3.B.	Write informational text.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b. 4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b. 4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b. 4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b. 4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b. 3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b. 3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 3.C.	Describe and analyze the relationship between form and expression.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b. 4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b. 4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b. 4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b. 4.D.	Discuss the major historical and cultural movements as reflected in various art forms.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b. 5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b. 5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b. 5.B.	Examine the impact of literature and various other art forms.

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

<b>STUDENT EXPECTATION</b>	<b>110.57.b. 2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b. 2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b. 2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b. 2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b. 2.E.	Identify and analyze characteristics of speeches for special occasions.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b. 2.F.	Participate appropriately in conversations.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.61.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.61.b.2.</b>	<b>Research. The student conducts research to support and develop the approved project. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.61.b.2.A.	Locate and gather information from a variety of primary and secondary sources, including electronic technology.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.

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## Texas Essential Knowledge and Skills (TEKS)

### Language Arts

Grade 11 - Adopted: 2017

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

**STUDENT EXPECTATION 110.36.c.1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:**

GRADE LEVEL EXPECTATION 110.36.c.1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.36.c.1.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.4. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:**

GRADE LEVEL EXPECTATION 110.36.c.4.F. Make inferences and use evidence to support understanding.

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

GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.6.A.	Analyze how themes are developed through characterization and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.36.c.6.B.	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.
GRADE LEVEL EXPECTATION	110.36.c.6.D.	Analyze how the setting influences the theme.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.36.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.36.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.36.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.36.c.9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.36.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.36.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.36.c. 9.D.v.	Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.
INDICATOR	110.36.c. 9.D.vi.	Correct spelling.

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

STUDENT EXPECTATION	110.36.c. 9.	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.36.c.  
9.E. Publish written work for appropriate audiences.

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

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

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

STUDENT EXPECTATION	110.36.c. 11.	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.36.c.  
11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

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

STUDENT EXPECTATION	110.37.c. 1.	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.37.c.  
1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.37.c.  
1.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. 4.	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.37.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.6.A.	Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.8.F.	Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.37.c.9.B.i.	Using an organizing structure appropriate to purpose, audience, topic, and context.
INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.37.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.37.c.9.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.37.c. 9.D.i.	A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.
INDICATOR	110.37.c. 9.D.iv.	Correct capitalization.
INDICATOR	110.37.c. 9.D.v.	Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.
INDICATOR	110.37.c. 9.D.vi.	Correct spelling.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c. 9.E. Publish written work for appropriate audiences.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c. 10.B. Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.

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

<b>STUDENT EXPECTATION</b>	<b>110.37.c. 11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.37.c. 11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

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

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.38.c. 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

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

<b>STUDENT EXPECTATION</b>	<b>110.38.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.38.c. 4.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.38.c.6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.7.B.	Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.8.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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.38.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.38.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
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.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.5.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.6.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.6.A.	Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.
GRADE LEVEL EXPECTATION	110.39.c.6.B.	Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.7.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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

INDICATOR	110.39.c.9.B.i.	Using strategic organizational structures appropriate to purpose, audience, topic, and context.
INDICATOR	110.39.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.10.B.	Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.
GRADE LEVEL EXPECTATION	110.39.c.10.E.	Compose literary analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.11.</b>	<b>Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</b>
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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<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.46.b.1.A.	Read widely for further study.
<b>TEKS</b>	<b>110.46.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 1.</b>	<b>The student uses a variety of word recognition strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b. 1.A.	Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 2.</b>	<b>The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b. 2.A.	Expand vocabulary by reading, viewing, listening, and discussing.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 3.</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b. 3.D.	Read to gain content/background knowledge as well as insight about oneself, others, or the world.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b. 4.C.	Self-monitor reading and adjust when confusion occurs by using appropriate strategies.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 5.</b>	<b>The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b. 5.B.	Identify explicit and implicit meanings of texts.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b. 8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.1.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b.1.A.	Expand vocabulary through wide reading, listening, and discussion.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.2.</b>	<b>The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:</b>
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.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.	Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>

<b>STUDENT EXPECTATION</b>	<b>110.51.b. 5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.51.b. 5.A.	Use writing to discover, record, review, and learn.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b. 1.B.	Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing.
GRADE LEVEL EXPECTATION	110.52.b. 1.F.	Use word choice, sentence structure, and repetition to create tone.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 3.</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.52.b. 3.A.	Use correct capitalization and punctuation.
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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b. 4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b. 1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b.2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b.2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b.2.I.	Write both independently and collaboratively.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.4.</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.4.A.	Use correct capitalization and punctuation.
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).
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.1.</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
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.D.	Use varied sentence structures to express meanings and achieve desired effect.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b.4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
GRADE LEVEL EXPECTATION	110.55.b.2.D.	Develop and use assessments for evaluating literary work and other art forms as a reflection of history such as political, social, and philosophical movements.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.
GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.

**TEKS 110.55. Humanities (One-Half to Two Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.

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

<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.58.b. 2.F. Participate appropriately in conversations.

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

<b>STUDENT EXPECTATION</b>	<b>110.58.b. 3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.58.b. 3.E. Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.

**TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).**

<b>STUDENT EXPECTATION</b>	<b>110.59.b. 4.</b>	<b>Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.59.b. 4.H. Trace the emotional progression of the text.

GRADE LEVEL EXPECTATION 110.59.b. 4.I. Recognize literal and symbolic meanings, universal themes, or unique aspects of the text.

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

<b>STUDENT EXPECTATION</b>	<b>110.62.b. 3.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.62.b. 3.I. Revise and edit copy using appropriate copy editing symbols.

GRADE LEVEL EXPECTATION 110.62.b. 3.J. Rewrite copy.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

Grade 11 - Adopted: 2017

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c. 1.</b>	<b>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:</b>
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GRADE LEVEL EXPECTATION 110.36.c. 1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

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.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</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.H.	Synthesize information from two texts to create new understanding.
GRADE LEVEL EXPECTATION	110.36.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.C.	Use text evidence and original commentary to support a comprehensive response.
GRADE LEVEL EXPECTATION	110.36.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.36.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.36.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

<b>STUDENT EXPECTATION</b>	<b>110.36.c.7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.7.D.</b>	<b>Analyze characteristics and structural elements of informational texts such as:</b>
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.**

<b>STUDENT EXPECTATION</b>	<b>110.36.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>

INDICATOR	110.36.c. 9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.36.c. 9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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.
<b>TEKS</b>	<b>110.36.</b>	<b>English Language Arts and Reading, English I (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.36.c. 9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.36.c. 9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 1.</b>	<b>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:</b>
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.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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c. 4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c. 4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.37.c. 4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.37.c. 4.H.	Synthesize information from multiple texts to create new understanding.

GRADE LEVEL EXPECTATION	110.37.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.C.	Use text evidence and original commentary to support an interpretive response.
GRADE LEVEL EXPECTATION	110.37.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.37.c.5.G.	Discuss and write about the explicit or implicit meanings of text.
GRADE LEVEL EXPECTATION	110.37.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.6.</b>	<b>Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.7.</b>	<b>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:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.7.D.</b>	<b>Analyze characteristics and structural elements of informational texts such as:</b>
INDICATOR	110.37.c.7.D.i.	Clear thesis, relevant supporting evidence, pertinent examples, and conclusion.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.B.</b>	<b>Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:</b>
INDICATOR	110.37.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>

<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.37.c.9.D.</b>	<b>Edit drafts using standard English conventions, including:</b>
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.
<b>TEKS</b>	<b>110.37.</b>	<b>English Language Arts and Reading, English II (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.37.c.9.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.37.c.9.E.	Publish written work for appropriate audiences.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.38.c.4.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.38.c.4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.38.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>

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.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.38.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.38.c.5.G.	Discuss and write about the explicit and implicit meanings of text.
GRADE LEVEL EXPECTATION	110.38.c.5.I.	Reflect on and adjust responses when valid evidence warrants.

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

STUDENT EXPECTATION	110.38.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.7.D.	Analyze characteristics and structural elements of informational texts such as:
INDICATOR	110.38.c.7.D.i.	Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.

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

STUDENT EXPECTATION	110.38.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.8.D.	Evaluate how the author's use of language informs and shapes the perception of readers.

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

STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.38.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.38.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.

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

STUDENT EXPECTATION	110.38.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
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.
<b>TEKS</b>	<b>110.38.</b>	<b>English Language Arts and Reading, English III (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.38.c.10.</b>	<b>Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.38.c.10.F.	Compose rhetorical analysis using genre characteristics and craft.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.1.</b>	<b>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:</b>
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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.4.</b>	<b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.39.c.4.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.39.c.4.G.	Evaluate details read to analyze key ideas.
GRADE LEVEL EXPECTATION	110.39.c.4.H.	Synthesize information from a variety of text types to create new understanding.
GRADE LEVEL EXPECTATION	110.39.c.4.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
<b>STUDENT EXPECTATION</b>	<b>110.39.c.5.</b>	<b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>
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.C.	Use text evidence and original commentary to support an analytic response.
GRADE LEVEL EXPECTATION	110.39.c.5.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.39.c.5.G.	Discuss and write about the explicit and implicit meanings of text.

GRADE LEVEL EXPECTATION	110.39.c.5.I.	Reflect on and adjust responses when valid evidence warrants.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.7.D.	Critique and evaluate characteristics and structural elements of informational texts such as:
INDICATOR	110.39.c.7.D.i.	Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.8.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.8.D.	Critique and evaluate how the author's use of language informs and shapes the perception of readers.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.9.B.	Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:
INDICATOR	110.39.c.9.B.ii.	Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.9.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.9.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.
<b>TEKS</b>	<b>110.39.</b>	<b>English Language Arts and Reading, English IV (One Credit), Adopted 2017.</b>
STUDENT EXPECTATION	110.39.c.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.39.c.10.F.	Compose rhetorical analysis using genre characteristics and craft.

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

<b>STUDENT EXPECTATION</b>	<b>110.46.b.1.</b>	<b>The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.46.b.1.A. Read widely for further study.

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

<b>STUDENT EXPECTATION</b>	<b>110.46.b.2.</b>	<b>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>
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GRADE LEVEL EXPECTATION 110.46.b.2.C. Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning.

GRADE LEVEL EXPECTATION 110.46.b.2.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).**

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

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

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

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

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

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b.4.</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.47.b.4.C. Self-monitor reading and adjust when confusion occurs by using appropriate strategies.

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

<b>STUDENT EXPECTATION</b>	<b>110.47.b.5.</b>	<b>The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:</b>
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GRADE LEVEL EXPECTATION	110.47.b.5.A.	Find similarities and differences across texts such as explanations, points of view, or themes.
GRADE LEVEL EXPECTATION	110.47.b.5.B.	Identify explicit and implicit meanings of texts.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.6.</b>	<b>The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.7.</b>	<b>The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.7.A.	Read silently or orally such as paired reading or literature circles for sustained periods of time.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.8.</b>	<b>The student formulates and supports responses to a wide variety of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.47.b.9.</b>	<b>The student reads and responds to informational texts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.47.b.9.B.	Use text features and graphics to form an overview to determine where to locate information.
GRADE LEVEL EXPECTATION	110.47.b.9.E.	Communicate information gained from reading.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.1.</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>

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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.2.</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.3.</b>	<b>The student comprehends texts using a variety of strategies. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.48.b.3.A.	Use self-monitoring reading strategies to make modifications when understanding breaks down.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.4.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.5.</b>	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>
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.C.	Use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information.
<b>TEKS</b>	<b>110.48.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.48.b.6.</b>	<b>The student expresses and supports responses to various types of texts. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.49.</b>	<b>Visual Media Analysis and Production (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.49.b.2.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.49.b.2.B.	Compare and contrast media with other art forms.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.2.</b>	<b>The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:</b>
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.H.	Describe how irony, tone, mood, style, and sound of language contribute to the effect of the text.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.3.</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
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.
GRADE LEVEL EXPECTATION	110.51.b.3.D.	Examine strategies that writers in different fields use to compose.
<b>TEKS</b>	<b>110.51.</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.51.b.5.</b>	<b>The student uses writing as a tool for learning and researching literary genres. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.1.</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.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.
<b>TEKS</b>	<b>110.52.</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.52.b.4.</b>	<b>The student evaluates his/her own writing and the writings of others. The student is expected to:</b>
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.
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.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.1.</b>	<b>The student writes for a variety of purposes and audiences. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.53.b.1.C.	Write in voice and style appropriate to audience and purpose.
GRADE LEVEL EXPECTATION	110.53.b.1.D.	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
<b>TEKS</b>	<b>110.53.</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.53.b.2.</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
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.F.	Edit as appropriate for the conventions of standard written English.
GRADE LEVEL EXPECTATION	110.53.b. 2.G.	Use resources such as texts and other people for editing.
GRADE LEVEL EXPECTATION	110.53.b. 2.H.	Use available technology for aspects of creating, revising, editing, and publishing texts.
GRADE LEVEL EXPECTATION	110.53.b. 2.I.	Write both independently and collaboratively.

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

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 3.</b>	<b>The student writes to investigate self-selected and assigned topics. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.53.b. 3.B. Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.

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

<b>STUDENT EXPECTATION</b>	<b>110.53.b. 5.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.53.b. 5.A. Analyze and discuss published pieces as writing models.

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).**

<b>STUDENT EXPECTATION</b>	<b>110.54.b. 1.</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
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GRADE LEVEL EXPECTATION 110.54.b. 1.E. Use appropriate vocabulary.

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

<b>STUDENT EXPECTATION</b>	<b>110.54.b. 2.</b>	<b>The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:</b>
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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.F.	Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.4.</b>	<b>The student evaluates his/her own writing and the writing of others. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.4.A.	Evaluate how well writing achieves its purposes.
GRADE LEVEL EXPECTATION	110.54.b.4.B.	Analyze and discuss published pieces as writing models.
GRADE LEVEL EXPECTATION	110.54.b.4.C.	Review written work to determine its strengths and weaknesses and to set goals as a writer.
<b>TEKS</b>	<b>110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.54.b.5.</b>	<b>The student analyzes informational text. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.54.b.5.A.	Use effective reading strategies to determine a written work's purpose and intended audience.
GRADE LEVEL EXPECTATION	110.54.b.5.B.	Identify explicit and implicit textual information, including main ideas and author's purpose.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.1.</b>	<b>The student reads and views varied literary and art forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.1.B.	Read widely to see connections (commonalities) that literature shares with fine arts and historical and/or philosophical writings.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.2.</b>	<b>The student expresses and supports responses to various types of texts and compositions. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.2.C.	Compare reviews of literature, film performance, and other art forms with his/her own responses.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.3.</b>	<b>The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.3.A.	Show an in-depth understanding of creative achievements in literature and the arts through writing.

GRADE LEVEL EXPECTATION	110.55.b.3.B.	Describe how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.3.C.	Describe and analyze the relationship between form and expression.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.4.</b>	<b>The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as:</b>
GRADE LEVEL EXPECTATION	110.55.b.4.A.	Discuss how personal creativity is expressed within the requirements of an art form.
GRADE LEVEL EXPECTATION	110.55.b.4.B.	Discuss conditions that encourage creativity.
GRADE LEVEL EXPECTATION	110.55.b.4.C.	Discuss the relationship between form and expression.
GRADE LEVEL EXPECTATION	110.55.b.4.D.	Discuss the major historical and cultural movements as reflected in various art forms.
<b>TEKS</b>	<b>110.55.</b>	<b>Humanities (One-Half to Two Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.55.b.5.</b>	<b>The student analyzes and critiques the significance of visual representations. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.55.b.5.A.	Recognize and evaluate how literature and various other art forms convey messages.
GRADE LEVEL EXPECTATION	110.55.b.5.B.	Examine the impact of literature and various other art forms.
<b>TEKS</b>	<b>110.57.</b>	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.57.b.2.</b>	<b>Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.57.b.2.A.	Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion.
GRADE LEVEL EXPECTATION	110.57.b.2.B.	Identify and analyze logical patterns of organization for specific speech forms.
GRADE LEVEL EXPECTATION	110.57.b.2.C.	Identify and analyze the characteristics of a speech to inform.
GRADE LEVEL EXPECTATION	110.57.b.2.E.	Identify and analyze characteristics of speeches for special occasions.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.2.</b>	<b>Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.58.b.2.F.	Participate appropriately in conversations.
<b>TEKS</b>	<b>110.58.</b>	<b>Communication Applications (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.58.b.3.</b>	<b>Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.58.b.3.E.	Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness.
<b>TEKS</b>	<b>110.59.</b>	<b>Oral Interpretation I, II, III (One to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>110.59.b.5.</b>	<b>Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:</b>
GRADE LEVEL EXPECTATION	110.59.b.5.D.	Write appropriate introductions, transitions, and/or conclusions to supplement the text.
<b>TEKS</b>	<b>110.62.</b>	<b>Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>110.62.b.3.</b>	<b>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:</b>
GRADE LEVEL EXPECTATION	110.62.b.3.I.	Revise and edit copy using appropriate copy editing symbols.
GRADE LEVEL EXPECTATION	110.62.b.3.J.	Rewrite copy.