

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 63-64.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 71.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(3) Reading/Comprehension of Literary text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TG: 15-16, 18, 19, 22, 30, 31, 34	SB: 20, 46, 74, 78, 135 TG: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54, 55	TG: 25-26, 30, 37-38, 48-49, 55	TG: 20, 34-35	SB: 120 TG: 15-16, 37-38, 43, 44, 45-46, 49-50, 52	TG: 23, 35, 44, 54-55	TG: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	TG: 27-28	SB: 20, 36, 74, 90, 135 TG: 19, 22, 41, 55			SB: 142 TG: 55	SB: 24, 28, 42, 84, 86 TG: 19, 20, 23, 43, 44	
(C) compare and contrast the historical and cultural settings of two literary works.	TG: 27-28, 52, 53	SB: 36, 90 TG: 22, 41	TG: 48-49, 58, 59		SB: 82 TG: 34-35, 49-50	TG: 49	
(4) Reading/Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	SB: 65, 70, 82, 99, 131 TG: 33, 35, 44, 47, 58	SB: 26, 88, 142 TG: 20, 23, 40, 54, 57	SB: 26-31, 49 TG: 19, 30	SB: 40 TG: 21-22	SB: 36, 71, 104, 133 TG: 21, 23, 32, 43, 45, 46, 53, 57	SB: 28, 42, 77, 84, 105, 142 TG: 20, 23, 24, 35, 43, 48, 54, 62	SB: 94, 112, 122 TG: 13, 15, 44, 46, 55
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, character's, and plot of a play and those in a film based upon the same story line.				SB: 78 TG: 37			SB: 27, 114 TG: 20, 46
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TG: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SB: 42, 104 TG: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SB: 12, 24, 49, 56, 95, 110, 120, 124, 137 TG: 18, 19, 28, 29, 38, 46, 47, 48, 49	SB: 12, 22, 36, 38, 46, 72, 84, 96, 106 TG: 18, 19, 21, 22, 29, 33, 40, 42, 44	SB: 16, 34, 46, 64, 86, 106, 124 TG: 18, 22, 30, 34, 44, 49, 60	SB: 16, 20, 32, 62, 76, 94, 100 TG: 18, 19, 21, 31, 33, 43, 44
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	SB: 114 TG: 23, 44, 47, 48-49, 58	TG: 26-27, 36-37, 51	SB: 66 TG: 25-26, 33, 34-35	TG: 22	TG: 18, 54	TG: 20, 23, 43, 48, 49	SB: 124 TG: 48, 56

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and						SB: 16 TG: 18-24	
(C) describe different forms of point-of-view, including first- and third-person.	TG: 33	TG: 31, 32, 41	TG: 18, 30, 32, 41, 54	TG: 19, 47	TG: 21, 32, 42	TG: 48	TG: 19, 31, 45, 55
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.			SB: 88 TG: 42			SB: 24 TG: 19	SB: 52 TG: 29
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	SB: 114 TG: 56	SB: 74, 101, 138 TG: 32, 33, 42, 53	TG: 43	SB: 124 TG: 48	TG: 43, 53		TG: 46, 55
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	TG: 27-28, 42, 56		SB: 104 TG: 21, 25-26, 28, 44-45, 51, 58		TG: 30, 41	TG: 30, 32, 57	

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TG: 15-16, 18, 39, 56	TG: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SB: 70 TG: 30, 34, 35	TG: 15-16, 30, 55	TG: 15-16, 27-28, 45, 47, 59	TG: 18, 22, 40, 51-52, 61
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;		TG: 18, 56	TG: 25-26, 48-49, 56	TG: 30	TG: 15-16, 30, 55	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 32, 61
(B) explain whether facts included in an argument are used for or against an issue;					TG: 41	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 22
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and		TG: 18	TG: 31, 51	TG: 21	TG: 30, 41	TG: 30, 32, 57	TG: 22
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.			TG: 58, 59	TG: 34, 35	SB: 82 TG: 34-35, 53	SB: 44 TG: 21, 24-25	TG: 18, 33, 61
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(A) explain messages conveyed in various forms of media;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TE: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(B) recognize how various techniques influence viewers' emotions;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(D) analyze various digital media venues for levels of formality and informality.			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SG: 59, 60, 63-65
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(A) write imaginative stories that include:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(i) a clearly defined focus, plot, and point of view;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(ii) a specific, believable setting created through the use of sensory details; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iii) dialogue that develops the story; and		TG: 57	TG: 43	TG: 51	TG: 43	TG: 44	SB: 112 TG: 46
(B) write poems using:	TG: 61	TG: 20, 57	TG: 56-57	TG: 52	TG: 50, 57, 58	TG: 48, 62, 65	TG: 59, 60, 63-65
(i) poetic techniques (e.g., alliteration, onomatopoeia);	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(ii) figurative language (e.g., similes, metaphors); and	TG: 61		TG: 56-57	TG: 20, 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(iii) graphic elements (e.g., capital letters, line length).	TG: 61		TG: 56-57	TG: 52	TG: 43	TG: 48, 62, 65	TG: 59, 60, 63-65
(16) Writing. Students writing about their own experiences. Students are expected to writing a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43, 57	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(17) Writing/Expository and Procedural Texts. Students writing expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(A) create multi-paragraph essays to convey information about a topic that:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(i) present effective introductions and concluding paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(ii) guide and inform the reader's understanding of key ideas and evidence;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iii) include specific facts, details, and examples in an appropriately organized structure; and	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iv) use a variety of sentence structures and transitions to link paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(B) writing informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);					TG: 33		SB: 43 TG: 22
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	SB: 46, 88, 114 TG: 24-25, 36-37, 48-49, 61, 62, 64	SB: 90 TG: 41, 43-44, 56, 59, 60, 61	TG: 56, 57	SB: 76 TG: 30, 31-32, 43-44, 53, 55	TG: 33		TG: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 30, 56	TG: 56	TG: 52	TG: 20, 57	TG: 64, 65	TG: 61
(18) Writing/Persuasive Texts. Students writing persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to writing persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(B) generate a research plan for gathering relevant information about the major research question.	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(B) differentiate between primary and secondary sources;							

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(B) evaluate the relevance and reliability of sources for the research.	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 61, 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(A) compiles important information from multiple sources;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(C) presents the findings in a consistent format; and	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46, 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	TG: 19, 22, 30, 46, 61, 62	TG: 19, 39, 53	TG: 29, 43, 56	TG: 46, 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give oral instructions that include multiple action steps; and		TG: 29, 43	TG: 29, 43	TG: 46	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	TG: 19, 22, 30, 46	TG: 29, 43	TG: 29, 43	TG: 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.</b>							
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	TG: 19, 22, 30, 46, 65	TG: 19	TG: 29, 51, 52, 53, 60	TG: 46, 48, 51, 52, 55	TG: 40, 43, 61	TG: 19, 22, 30, 57, 65	TG: 33, 59, 60, 61
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46	TG: 53, 58	TG: 19, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 63-64.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 71.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TG: 15-16, 18, 19, 22, 30, 31, 34	SB: 20, 46, 74, 78, 135 TG: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TG: 25-26, 30, 37-38, 48-49, 55	TG: 20, 34-35	SB: 120 TG: 15-16, 37-38, 43, 44, 45-46, 49-50, 52	TG: 23, 35, 44, 54-55	TG: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(A) describe multiple themes in a work of fiction;					SB: 82 TG: 34-35, 49-50	TG: 49, 54-55	
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	TG: 27-28	SB: 20, 36, 74, 90, 135 TG: 19, 22, 41, 55			SB: 142 TG: 55	SB: 24, 28, 42, 84, 86 TG: 19, 20, 23, 43, 44	
(C) analyze how place and time influence the theme or message of a literary work.	TG: 27-28, 52, 53	TG: 24	TG: 25-26, 30, 37-38, 48-49, 55		TG: 54	TG: 49	TG: 21, 29, 54, 55
(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	SB: 65, 70, 82, 99, 131 TG: 33, 35, 44, 47, 58	SB: 26, 88, 142 TG: 20, 23, 40, 54, 57	SB: 26-31, 49 TG: 19, 30	SB: 40 TG: 21-22	SB: 36, 71, 104, 133 TG: 21, 23, 32, 43, 45, 46, 53, 57	SB: 28, 42, 77, 84, 105, 142 TG: 20, 23, 24,35, 43, 48, 54, 62	SB: 94, 112, 122 TG: 13, 15, 44, 46, 55
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.				SB: 78 TG: 37			SB: 27, 114 TG: 20, 46

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TG: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SB: 42, 104 TG: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SB: 12, 24, 49, 56, 95, 110, 120, 124, 137 TG: 18, 19, 28, 29, 38, 46, 47, 48, 49	SB: 12, 22, 36, 38, 46, 72, 84, 96, 106 TG: 18, 19, 21, 22, 29, 33, 40, 42, 44	SB: 16, 34, 46, 64, 86, 106, 124 TG: 18, 22, 30, 34, 44, 49, 60	SB: 16, 20, 32, 62, 76, 94, 100 TG: 18, 19, 21, 31, 33, 43, 44
(A) explain the influence of the setting on plot development;	TG: 23, 33, 57	TG: 26-27, 36-37, 51	SB: 66 TG: 25-26, 33, 34-35	TG: 22	TG: 29, 40	TG: 18, 34, 60	TG: 21, 29, 54, 55
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	SB: 114 TG: 23, 44, 47, 48-49, 58	TG: 31, 32, 41	SB: 66 TG: 25-26, 33, 34-35	TG: 19, 47	TG: 21, 32, 42	TG: 18, 34, 60	TG: 19, 45
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TG: 33	TG: 31, 32, 41	TG: 18, 30, 32, 41, 54	TG: 19, 47	TG: 21, 32, 42	TG: 48	TG: 21, 29, 54, 55
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.			SB: 88 TG: 42			SB: 24 TE: 19	SB: 52 TG: 29

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	SB: 114 TG: 56	SB: 74, 101, 138 TG: 32, 33, 42, 53	TG: 43	SB: 124 TG: 48	TG: 43, 53		TG: 46, 55
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.	TG: 27-28, 42, 56		SB: 104 TG: 21, 25-26, 28, 44-45, 51, 58		TG: 30, 41	TG: 30, 32, 57	
(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TG: 15-16, 18, 39, 56	TG: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SB: 70 TG: 30, 34, 35	TG: 15-16, 30, 55	TG: 15-16, 27-28, 45, 47, 59	TG: 18, 22, 40, 51-52, 61
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;		TG: 18, 56	TG: 25-26, 48-49, 56	TG: 30	TG: 15-16, 30, 55	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 32, 61
(B) distinguish factual claims from commonplace assertions and opinions;					TG: 41	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 22

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and		TG: 18	TG: 31, 51	TG: 21	TG: 30, 41	TG: 30, 32, 57	TG: 22
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.			TG: 58, 59	TG: 34, 35	SB: 82 TG: 34-35, 53	SB: 44 TG: 21, 24-25	TG: 18, 33, 61
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(A) interpret both explicit and implicit messages in various forms of media;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(C) evaluate various ways media influences and informs audiences; and			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(D) assess the correct level of formality and tone for successful participation in various digital media.			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(A) write an imaginative story that:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(i) sustains reader interest;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(ii) includes well-paced action and an engaging story line;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iii) creates a specific, believable setting through the use of sensory details;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iv) develops interesting characters; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(v) uses a range of literary strategies and devices to enhance the style and tone; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(B) write a poem using:	TG: 61	TG: 20, 57	TG: 56-57	TG: 52	TG: 50, 57, 58	TG: 48, 62, 65	TG: 59, 60, 63-65
(i) poetic techniques (e.g., rhyme scheme, meter);	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(iii) graphic elements (e.g., word position).	TG: 61		TG: 56-57	TG: 52	TG: 43	TG: 48, 62, 65	TG: 59, 60, 63-65
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43, 57	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(A) write a multi-paragraph essay to convey information about a topic that:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(i) presents effective introductions and concluding paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(ii) contains a clearly stated purpose or controlling idea;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iv) accurately synthesizes ideas from several sources; and	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;					TG: 33		SB: 43 TG: 22
(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and	SB: 46, 88, 114 TG: 24-25, 36-37, 48-49, 61, 62, 64	SB: 90 TG: 41, 43-44, 56, 59, 60, 61	TG: 56, 57	SB: 76 TG: 30, 31-32, 43-44, 53, 55	TG: 33		TG: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 30, 56	TG: 56	TG: 52	TG: 20, 57	TG: 64, 65	TG: 61
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(A) establishes a clear thesis or position;	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(B) categorize information thematically in order to see the larger constructs inherent in the information;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 51, 52, 55	SB: 44,82,120,143 TG: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 61, 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(C) presents the findings in a meaningful format; and	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46, 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	TG: 19, 22, 30, 46, 61, 62	TG: 19, 39, 53	TG: 29, 43, 56	TG: 46, 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and		TG: 19	TG: 29, 43	TG: 46	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
Grade 7 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.</b>							
(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 51, 52	TG 44, 53, 57, 58	TG 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TG: 19, 22, 30, 46, 65	TG: 19	TG: 29, 51, 52, 53, 60	TG: 46, 48, 51, 52, 55	TG: 40, 43, 61	TG: 19, 22, 30, 57, 65	TG: 33, 59, 60, 61
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46	TG: 53, 58	TG: 19, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 63-64.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 71.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TE: 15-16, 18, 19, 22, 30, 31, 34	SE: 20, 46, 74, 78, 135 TE: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TE: 25-26, 30, 37-38, 48-49, 55	TE: 20, 34-35	SE: 120 TE: 15-16,37-38,43, 44, 45-46, 49-50, 52	TE: 23, 35, 44, 54-55	TE: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(A) analyze literary works that share similar themes across cultures;	TE: 33, 35, 43, 45, 52-53,55,57, 58	TE: 15-16, 47-48	TE: 48-49, 58, 59	TE: 11	SE: 82 TE: 34-35, 49-50	TE: 49	
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	TE: 27-28	SE: 20, 36, 74, 90, 135 TE: 19, 22, 41, 55			SE: 142 TE: 55	SE: 24, 28, 42, 84, 86 TE: 19, 20, 23, 43, 44	
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TE: 27-28, 52, 53	TE 31, 32, 41			TE: 54	TE: 49	
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	SE: 65, 70, 82, 99, 131 TE: 33, 35, 44, 47, 58	SE: 26, 88, 142 TE: 20, 23, 40, 54, 57	SE: 26-31, 49 TE: 19, 30	SE: 40 TE: 21-22	SE: 36, 71, 104, 133 TE: 21, 23, 32, 43, 45, 46, 53, 57	SE: 28, 42, 77, 84, 105, 142 TE 20, 23, 24,35, 43, 48, 54, 62	SE: 94, 112, 122 TE: 13, 15, 44, 46, 55
(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.				SE: 78 TE: 37			SE: 27, 114 TE: 20, 46

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TE: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TE: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SE: 42, 104 TE: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SE: 12, 24, 49, 56, 95, 110, 120, 124, 137 TE: 18, 19, 28, 29, 38, 46, 47, 48, 49	SE: 12, 22, 36, 38, 46, 72, 84, 96, 106 TE: 18, 19, 21, 22, 29, 33, 40, 42, 44	SE: 16, 34, 46, 64, 86, 106, 124 TE: 18, 22, 30, 34, 44, 49, 60	SE: 16, 20, 32, 62, 76, 94, 100 TE: 18, 19, 21, 31, 33, 43, 44
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	TE: 23, 33, 57	TE 21, 51	TE: 19, 30, 53	TE: 22	TE: 18, 54	TE 20, 23, 43, 48, 49	SE: 124 TE: 48, 56
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	SE: 114 TE: 23, 44, 47, 48-49, 58	TE 31, 32, 41	SE: 66 TE: 25-26, 33, 34-35	TE: 19, 47	TE: 21, 32, 42	TE: 18, 34, 60	TE: 19, 45
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TE: 33	TE 31, 32, 41	TE: 18, 30, 32, 41, 54	TE: 19, 47	TE: 21, 32, 42	TE: 48	TE: 19, 31, 45, 55
(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.			SE: 88 TE: 42			SE 24 TE: 19	SE: 52 TE: 29
(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	SE: 114 TE: 56	SE: 74, 101, 138 TE: 32, 33, 42, 53	TE: 43	SE: 124 TE: 48	TE: 43, 53		TE: 46, 55

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TE: 27-28, 42, 56		SE: 104 TE: 21, 25-26, 28, 44-45, 51, 58		TE: 30, 41	TE: 30, 32, 57	
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TE 15-16, 18, 39, 56	TE: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SE: 70 TE: 30, 34, 35	TE 15-16, 30, 55	TE: 15-16, 27-28, 45, 47, 59	TE: 18, 22, 40, 51-52, 61
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;		TE: 18, 56	TE: 25-26, 48-49, 56	TE: 30	TE 15-16, 30, 55	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 32, 61
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;					TE: 41	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 22
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TE: 18, 56	TE: 31, 51	TE: 21	TE: 30, 41	TE: 30, 32, 57	TE: 22
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.			TE: 58, 59	TE: 34, 35	SE: 82 TE 34-35, 53	SE: 44 TE: 21, 24-25	TE: 18, 33, 61
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;		XSE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(D) assess the correct level of formality and tone for successful participation in various digital media.			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TE: 65	TE: 31, 56, 61	TE: 56, 60	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(A) write an imaginative story that:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(i) sustains reader interest;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(ii) includes well-paced action and an engaging story line;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(iii) creates a specific, believable setting through the use of sensory details;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(iv) develops interesting characters; and	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(v) uses a range of literary strategies and devices to enhance the style and tone; and	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(B) write a poem using:	TE: 61	TE: 20, 57	TE: 56-57	TE: 52	TE: 50, 57, 58	TE 48, 62, 65	TE: 59, 60, 63-65
(i) poetic techniques (e.g., rhyme scheme, meter);	TE: 61	X	TE: 56-57	TE: 52	TE: 43, 53	TE 48, 62, 65	TE: 59, 60, 63-65
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TE: 61	X	TE: 56-57	TE: 20, 52	TE: 43, 53	TE 48, 62, 65	TE: 59, 60, 63-65
(iii) graphic elements (e.g., word position).	TE: 61	X	TE: 56-57	TE: 52	TE: 43	TE 48, 62, 65	TE: 59, 60, 63-65
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43, 57	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(A) write a multi-paragraph essay to convey information about a topic that:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) presents effective introductions and concluding paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) contains a clearly stated purpose or controlling idea;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) accurately synthesizes ideas from several sources; and	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;					TE: 33		SE: 43 TE: 22
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 61	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 33		TE: 23-24, 34-35, 47-48, 59, 60, 62
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	X	TE: 30, 54	TE: 56	TE: 52	TE 20, 57	TE: 64, 65	TE: 61
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	TE: 63,64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(A) establishes a clear thesis or position;	TE: 63,64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TE: 63,64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TE: 63,64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56, 57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56, 57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56, 57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TE: 65	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	TE: 65	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(B) categorize information thematically in order to see the larger constructs inherent in the information;	TE: 65	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TE: 65	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.	TE: 65	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	TE: 21, 61, 62	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	TE: 21, 61, 62	TE: 57-58, 61	TE: 40, 60	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TE: 61, 65	TE: 57-58, 61	TE: 40, 56, 57, 60	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TE: 65	TE: 57-58, 61	TE: 40, 56, 57, 60	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TE: 65	TE: 57-58, 61	TE: 40, 56, 57, 60	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(C) presents the findings in a meaningful format; and	TE: 61	TE: 57-58, 61	TE: 40, 56, 57, 60	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TE: 65	TE: 57-58, 61	TE: 40, 56, 57, 60	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;	TE: 19, 22, 30, 46, 61, 62	TE: 19, 39, 53	TE: 29, 43, 56	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	X	TE: 19	TE: 29, 43	TE: 46	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TE: 19, 22, 30, 46, 65	TE: 19	TE: 29, 51, 52, 53, 60	TE: 46, 48, 51, 52, 55	TE: 40, 43, 61	TE: 19, 22, 30, 57, 65	TE: 33, 59, 60, 61

**Literature and Thought  
Grade 8 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010</b>							
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE: 53, 58	TE: 19, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TE: 15-16, 18, 19, 22, 30, 31, 34	SE: 20, 46, 74, 78, 135 TE: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TE: 25-26, 30, 37-38, 48-49, 55	TE: 20, 34-35	SE: 120 TE: 15-16,37-38,43, 44, 45-46, 49-50, 52	TE: 23, 35, 44, 54-55	TE: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(A) analyze how the genre of texts with similar themes shapes meaning;		TE: 15-16, 47-48	TE: 48-49, 58, 59	TE: 11	SE: 82 TE: 34-35, 49-50	TE: 49, 54-55	
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	TE: 35, 43, 45, 52, 53, 55, 57, 58	SE: 20, 36, 74, 90, 135 TE: 19, 22, 41, 55					

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(C) relate the figurative language of a literary work to its historical and cultural setting.		TE: 31, 32, 41			TE: 18, 54	TE: 49	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	SE: 65, 70, 82, 99, 131 TE: 33, 35, 44, 47, 58	SE: 26, 88, 142 TE: 20, 23, 40, 54, 57	SE: 26-31, 49 TE: 19, 30	SE: 40 TE: 21-22	SE: 36, 71, 104, 133 TE: 21, 23, 32, 43, 45, 46, 53, 57	SE: 28, 42, 77, 84, 105, 142 TE: 20, 23, 24, 35, 43, 48, 54, 62	SE: 94, 112, 122 TE: 13, 15, 44, 46, 55
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.				SE: 78 TE: 37			SE: 27, 114 TE: 20, 46
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TE: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TE: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SE: 42, 104 TE: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SE: 12, 24, 49, 56, 95, 110, 120, 124, 137 TE: 18, 19, 28, 29, 38, 46, 47, 48, 49	SE: 12, 22, 36, 38, 46, 72, 84, 96, 106 TE: 18, 19, 21, 22, 29, 33, 40, 42, 44	SE: 16, 34, 46, 64, 86, 106, 124 TE: 18, 22, 30, 34, 44, 49, 60	SE: 16, 20, 32, 62, 76, 94, 100 TE: 18, 19, 21, 31, 33, 43, 44
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	TE: 23, 33, 57	TE: 21, 51	TE: 19, 30, 53	TE: 28, 31, 47	TE: 18, 54	TE: 20, 23, 43, 48, 49	SE: 124 TE: 48, 56
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	SE: 114 TE: 23, 44, 47, 48-49, 58	SE: 114 TE: 26-27, 36-37, 43-44, 51	SE: 66 TE: 25-26, 33, 34-35		TE: 21, 32, 42	TE: 18, 34, 60	TE: 15-16, 21, 26-27, 29, 41, 44, 55, 57

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and		TE: 31, 32, 41		TE: 19, 47	TE: 21, 32, 42	TE: 48	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.			SE: 88 TE: 42			SE 24 TE: 19	SE: 52 TE: 29
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	SE: 114 TE: 56	SE: 74, 101, 138 TE: 32, 33, 42, 53	TE: 43	SE: 124 TE: 48	TE: 43, 53		TE: 46, 55
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	TE: 27-28, 42, 56		SE: 104 TE: 21, 25-26, 28, 44-45, 51, 58		TE: 30, 41	TE: 30, 32, 57	

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TE 15-16, 18, 39, 56	TE: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SE: 70 TE: 30, 34, 35	TE 15-16, 30, 55	TE: 15-16, 27-28, 45, 47, 59	TE: 18, 22, 40, 51-52, 61
(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;					TE 15-16, 30, 55	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 32, 61
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;					TE: 41	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 22
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TE: 21, 51		TE: 34-35	TE: 30, 41	TE: 30, 32, 57	
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.			TE: 58, 59	TE: 30	SE: 82 TE 34-35, 53	SE: 44 TE: 21, 24-25	TE: 18, 33, 61
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46		TE: 34, 61, 64	SE; 16, 28 TE: 19, 21

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	TE: 61	TE: 20, 57	TE: 56, 57	TE: 52	TE: 50, 57, 58	TE: 48, 62, 65	TE: 59, 60, 63-65
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(A) write an analytical essay of sufficient length that includes:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) rhetorical devices, and transitions between paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(iii) a controlling idea or thesis;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) an organizing structure appropriate to purpose, audience, and context; and	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) relevant information and valid inferences;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) extends beyond a summary and literal analysis;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.		TE: 30, 56	TE: 56	TE: 52	TE 20, 56	TE 64, 65	TE: 61
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(C) counter-arguments based on evidence to anticipate and address objections;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(D) an organizing structure appropriate to the purpose, audience, and context; and	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(E) an analysis of the relative value of specific data, facts, and ideas.	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(A) modify the major research question as necessary to refocus the research plan;	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65

**Literature and Thought**  
**English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(C) critique the research process at each step to implement changes as the need occurs and is identified.		TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TE: 61, 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(A) marshals evidence in support of a clear thesis statement and related claims;	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(C) uses graphics and illustrations to help explain concepts where appropriate;	TE: 61	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	TE: 66	TE: 61-63	TE: 60-62	TE: 31-32, 48, 51, 52, 55	TE: 61, 62, 63	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials.	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and		TE: 19	TE: 29, 43	TE: 46	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(C) evaluate the effectiveness of a speaker's main and supporting ideas.		TE: 19, 39, 53	TE: 29, 43, 56	TE: 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TE: 19, 22, 30, 46, 65	TE: 19	TE: 29, 51, 52, 53, 61	TE: 46, 48, 51, 52, 55	TE: 40, 43, 61	TE: 19, 22, 30, 57, 65	TE: 33, 59, 60, 61

**Literature and Thought  
English I TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010</b>							
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE: 40, 43, 61		TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought**  
**English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TE: 15-16, 18, 19, 22, 30, 31, 34	SE: 20, 46, 74, 78, 135 TE: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TE: 25-26, 30, 37-38, 48-49, 55	TE: 20, 34-35	SE: 120 TE: 15-16,37-38,43, 44, 45-46, 49-50, 52	TE: 23, 35, 44, 54-55	TE: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(A) compare and contrast differences in similar themes expressed in different time periods;	TE: 15-16, 18, 19, 22, 30, 31, 34	TE: 15-16, 47-48	TE: 48-49, 58, 59		SE: 82 TE 34-35, 49-50	TE: 49, 54-55	
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	TE: 35, 43, 45, 52, 53, 55, 57, 58	SE: 20, 36, 74, 90, 135 TE: 19, 22, 41, 55					

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(C) relate the figurative language of a literary work to its historical and cultural setting.		TE: 31, 32, 41			TE 18, 54	TE: 49	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	SE: 65, 70, 82, 99, 131 TE: 33, 35, 44, 47, 58	SE: 26, 88, 142 TE: 20, 23, 40, 54, 57	SE: 26-31, 49 TE: 19, 30	SE: 40 TE: 21-22	SE: 36, 71, 104, 133 TE: 21, 23, 32, 43, 45, 46, 53, 57	SE: 28, 42, 77, 84, 105, 142 TE 20, 23, 24,35, 43, 48, 54, 62	SE: 94, 112, 122 TE: 13, 15, 44, 46, 55
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.				SE: 78 TE: 37			SE: 27, 114 TE: 20, 46
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TE: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TE: 15-16, 26-27, 29, 32, 36-37, 41, 42,47-48, 56	SE: 42, 104 TE: 18,19,22-23, 25-26, 41,44-45, 54, 56, 58	SE: 12, 24, 49, 56, 95, 110, 120, 124, 137 TE: 18, 19, 28, 29, 38, 46, 47, 48, 49	SE: 12, 22, 36, 38, 46, 72, 84, 96, 106 TE: 18,19,21,22, 29, 33, 40, 42, 44	SE: 16,34,46,64, 86,106,124 TE: 18,22, 30, 34, 44, 49, 60	SE: 16, 20, 32, 62, 76, 94, 100 TE: 18, 19, 21, 31, 33, 43, 44
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;		TE: 22	TE: 20, 42		TE 18, 54		TE: 15-16, 21, 26-27, 29,31, 41, 44, 55, 57
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	SE: 114 TE: 23, 44, 47, 48-49, 58	TE 41		TE: 19	TE: 21, 32, 42	TE: 48	TE: 15-16, 21, 26-27, 29, 41, 44,55,57

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and				TE: 19, 47	TE: 21, 32, 42		
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.			SE: 88 TE: 42			SE: 24 TE: 19	SE: 52 TE: 29
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	SE: 114 TE: 56	SE: 74, 101, 138 TE: 32, 33, 42, 53	TE: 43	SE: 124 TE: 48	TE: 43, 53		TE: 46, 55
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	TE: 27-28, 42, 56		SE: 104 TE: 21, 25-26, 28, 44-45, 51, 58		TE: 30, 41	TE: 30, 32, 57	

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TE 15-16, 18, 39, 56	TE: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SE: 70 TE: 30, 34, 35	TE 15-16, 30, 55	TE: 15-16, 27-28, 45, 47, 59	TE: 18, 22, 40, 51-52, 61
(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;					TE 15-16, 30, 55	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 32, 61
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;					TE: 41	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 22
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TE: 21, 51		TE: 34-35	TE: 30, 41	TE: 30, 32, 57	
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.			TE: 58, 59	TE: 30	SE: 82 TE 34-35, 53	SE: 44 TE: 21, 24-25	TE: 18, 33, 61
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46		TE: 34, 61, 64	SE; 16, 28 TE: 19, 21

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(C) examine how individual perception or bias in coverage of the same event influences the audience; and			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TE: 65	TE: 31, 56, 61	TE: 56, 61	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	TE: 61	TE: 20, 57	TE: 56, 57	TE: 52	TE 50, 57, 58	TE 48, 62, 65	TE: 59, 60, 63-65
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.							
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(A) write an analytical essay of sufficient length that includes:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(ii) rhetorical devices, and transitions between paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iii) a thesis or controlling idea;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) an organizing structure appropriate to purpose, audience, and context;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) relevant evidence and well-chosen details; and	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) extends beyond a summary and literal analysis;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought**  
**English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and		SE: 90 TE: 41, 43-44, 56, 59, 60, 62	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.		TE: 30, 56	TE: 56	TE: 52	TE 20, 57	TE 64, 65	TE: 61
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(C) counter-arguments based on evidence to anticipate and address objections;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(D) an organizing structure appropriate to the purpose, audience, and context;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(E) an analysis of the relative value of specific data, facts, and ideas; and	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	TE: 65	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82, 120, 143 TE: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(A) modify the major research question as necessary to refocus the research plan;	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and	TE: 21, 61, 62	TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(C) critique the research process at each step to implement changes as the need occurs and is identified.		TE: 57-58, 62	TE: 40, 61	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TE: 61, 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(A) marshals evidence in support of a clear thesis statement and related claims;	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(C) uses graphics and illustrations to help explain concepts where appropriate;	TE: 61	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	TE: 66	TE: 61-63	TE: 60-62	TE: 31-32, 48, 51, 52, 55	TE: 61, 62, 63	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials.	TE: 65	TE: 57-58, 62	TE: 40, 56, 57, 61	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and		TE: 19	TE: 29, 43	TE: 46	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.		TE: 19, 39, 53	TE: 29, 43, 56	TE: 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
English II TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010</b>							
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TE: 19, 22, 30, 46, 65	TE: 19	TE: 29, 51, 52, 53, 61	TE: 46, 48, 51, 52, 55	TE: 40, 43, 61	TE: 19, 22, 30, 57, 65	TE: 33, 59, 60, 61
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE: 53, 58	TE: 19, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TE: 15-16, 18, 19, 22, 30, 31, 34	SE: 20, 46, 74, 78, 135 TE: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TE: 25-26, 30, 37-38, 48-49, 55	TE: 20, 34-35	SE: 120 TE: 15-16,37-38,43, 44, 45-46, 49-50, 52	TE: 23, 35, 44, 54-55	TE: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	TE: 52, 53						TE: 21
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.						TE: 49	

**Literature and Thought**  
**English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	SE: 65, 70, 82, 99, 131 TE: 33, 35, 44, 47, 58	SE: 26, 88, 142 TE: 20, 23, 40, 54, 57	SE: 26-31, 49 TE: 19, 30	SE: 40 TE: 21-22	SE: 36, 71, 104, 133 TE: 21, 23, 32, 43, 45, 46, 53, 57	SE: 28, 42, 77, 84, 105, 142 TE: 20, 23, 24, 35, 43, 48, 54, 62	SE: 94, 112, 122 TE: 13, 15, 44, 46, 55
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.				SE: 78 TE: 37			SE: 27, 114 TE: 20, 46
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TE: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TE: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SE: 42, 104 TE: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SE: 12, 24, 49, 56, 95, 110, 120, 124, 137 TE: 18, 19, 28, 29, 38, 46, 47, 48, 49	SE: 12, 22, 36, 38, 46, 72, 84, 96, 106 TE: 18, 19, 21, 22, 29, 33, 40, 42, 44	SE: 16, 34, 46, 64, 86, 106, 124 TE: 18, 22, 30, 34, 44, 49, 60	SE: 16, 20, 32, 62, 76, 94, 100 TE: 18, 19, 21, 31, 33, 43, 44
(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;		TE 41, 52	TE: 19, 30, 53	TE: 22	TE: 18, 54	TE 20, 23, 43, 48, 49	TE: 15-16, 21, 26-27, 29, 31, 41, 44, 55, 57
(B) analyze the internal and external development of characters through a range of literary devices;	TE: 23, 44, 47, 58	SE 114 TE: 26-27, 36-37, 43-44, 51	SE: 66 TE: 25-26, 33, 34-35	SE: 46 TE: 22-23, 29, 46	TE: 21, 32, 42	TE: 18, 34, 60	TE: 15-16, 21, 26-27, 29, 41, 44, 55, 57
(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and				TE: 19, 47	TE: 21, 32, 42	TE: 48	

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	TE: 52-53						
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.			SE: 88 TE: 42			SE: 24 TE: 19	SE: 52 TE: 29
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	SE: 114 TE: 56	SE: 74, 101, 138 TE: 32, 33, 42, 53	TE: 43	SE: 124 TE: 48	TE: 43, 53		TE: 46, 55
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	TE: 27-28, 42, 56		SE: 104 TE: 21, 25-26, 28, 44-45, 51, 58		TE: 30, 41	TE: 30, 32, 57	

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TE 15-16, 18, 39, 56	TE: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SE: 70 TE: 30, 34, 35	TE 15-16, 30, 55	TE: 15-16, 27-28, 45, 47, 59	TE: 18, 22, 40, 51-52, 61
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;			TE: 25-26, 48-49, 56	TE: 30	TE 15-16, 30, 55	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 32, 61
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;					TE: 41	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 22
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TE: 21, 51		TE: 34, 35	TE: 30, 41	TE: 30, 32, 57	
(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.			TE: 58, 59	TE: 30	SE: 82 TE 34-35, 53	SE: 44 TE: 21, 24-25	TE: 18, 33, 61
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46		TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(C) evaluate the objectivity of coverage of the same event in various types of media; and			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(D) evaluate changes in formality and tone across various media for different audiences and purposes.			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65

**Literature and Thought**  
**English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(D) edit drafts for grammar, mechanics, and spelling; and	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE: 108 TE: 18, 44, 50-51	SE: 120 TE: 18, 41, 47-48, 60
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	TE: 61	TE: 20, 57	TE: 56, 57	TE: 52	TE: 50, 57, 58	TE 48, 62, 65	TE: 59, 60, 63-65
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(A) write an analytical essay of sufficient length that includes:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought**  
**English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(ii) rhetorical devices, and transitions between paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iii) a clear thesis statement or controlling idea;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) a clear organizational schema for conveying ideas;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) relevant and substantial evidence and well-chosen details; and	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;		SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45		TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(C) write an interpretation of an expository or a literary text that:	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57		TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) advances a clear thesis statement;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought**  
**English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;		SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and			TE: 56, 57		TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) anticipates and responds to readers' questions or contradictory information; and		SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.		TE: 30, 56	TE: 56	TE: 52	TE: 20, 57	TE: 64, 65	TE: 61
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(C) an organizing structure appropriate to the purpose, audience, and context;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60

**Literature and Thought**  
**English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(D) information on the complete range of relevant perspectives;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and		SE: 114 TE: 22, 36-37, 43, 44, 60					
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(A) modify the major research question as necessary to refocus the research plan;	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(C) critique the research process at each step to implement changes as the need occurs and is identified.		TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	TE: 61, 65	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials; and	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(E) is of sufficient length and complexity to address the topic.	TE: 66	TE: 57-58, 63	TE: 40, 56, 57, 62	TE: 31-32, 48, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
English III TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010</b>							
(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.		TE: 19, 39, 53	TE: 29, 43, 56	TE: 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to 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 (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TE: 19, 22, 30, 46, 65	TE: 19	TE: 29, 51, 52, 53, 62	TE: 46, 48, 51, 52, 55	TE: 40, 43, 61	TE: 19, 22, 30, 57, 65	TE: 33, 59, 60, 61
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE: 53, 58	TE: 19, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SE: 16, 88, 114 TE: 17,20,23,26, 29,32,33,35, 36-37, 38,41,44,45, 48-49,50,54,59, 60	SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		SE: 14, 78 TE: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SE: 14 TE: 15,16,17,18, 19, 20, 24, 27,30, 33, 36,39, 46, 50, 55, 56	SE: 46 TE: 15-16, 17,18, 19, 20,22-23, 24, 27, 33, 36, 37, 41, 45, 50	SE: 10, 44, 120 TE: 17,21,23-24, 25,28,32,33,36, 39, 40,45-46, 47,51, 52,55,56	SE: 14 TE: 17,18,20, 22, 26,29,35,38,41, 52, 56, 62, 63	SE: 14, 50 TE 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TE: 15-16, 18, 19, 22, 30, 31, 34	SE: 20, 46, 74, 78, 135 TE: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54,55	TE: 25-26, 30, 37-38, 48-49, 55	TE: 20, 34-35	SE: 120 TE: 15-16,37-38,43, 44, 45-46, 49-50, 52	TE: 23, 35, 44, 54-55	TE: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and							TE: 21
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.						TE: 49	

**Literature and Thought**  
**English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	SE: 65, 70, 82, 99, 131 TE: 33, 35, 44, 47, 58	SE: 26, 88, 142 TE: 20, 23, 40, 54, 57	SE: 26-31, 49 TE: 19, 30	SE: 40 TE: 21-22	SE: 36, 71, 104, 133 TE: 21, 23, 32, 43, 45, 46, 53, 57	SE: 28, 42, 77, 84, 105, 142 TE 20, 23, 24,35, 43, 48, 54, 62	SE: 94, 112, 122 TE: 13, 15, 44, 46, 55
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.				SE: 78 TE: 37			SE: 27, 114 TE: 20, 46
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TE: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TE: 15-16, 26-27, 29, 32, 36-37, 41, 42,47-48, 56	SE: 42, 104 TE: 18,19,22-23, 25-26, 41,44-45, 54, 56, 58	SE: 12, 24, 49, 56, 95, 110, 120, 124, 137 TE: 18, 19, 28, 29, 38, 46, 47, 48, 49	SE: 12, 22, 36, 38, 46, 72, 84, 96, 106 TE: 18,19,21,22, 29, 33, 40, 42, 44	SE: 16,34,46,64, 86,106,124 TE: 18,22, 30, 34, 44, 49, 60	SE: 16, 20, 32, 62, 76, 94, 100 TE: 18, 19, 21, 31, 33, 43, 44
(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;	TE: 23, 33, 57	TE: 21, 51	TE: 19, 30, 53	TE: 28, 31, 47	TE: 18, 54	TE 20, 23, 43, 48, 49	SE: 124 TE: 48, 56
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	TE: 23, 44, 47, 58	SE: 114 TE: 26-27, 36-37, 43-44, 51	SE: 66 TE: 25-26, 33, 34-35		TE: 21, 32, 42	TE: 18, 34, 60	TE: 15-16, 21, 26-27, 29, 41, 44,55,57

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(C) compare and contrast the effects of different forms of narration across various genres of fiction; and				TE: 19, 47	TE: 21, 32, 42		
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.			SE: 88 TE: 42			SE: 24 TE: 19	SE: 52 TE: 29
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	SE: 114 TE: 56	SE: 74, 101, 138 TE: 32, 33, 42, 53	TE: 43	SE: 124 TE: 48	TE: 43, 53		TE: 46, 55

**Literature and Thought**  
**English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	TE: 27-28, 42, 56		SE: 104 TE: 21, 25-26, 28, 44-45, 51, 58		TE: 30, 41	TE: 30, 32, 57	
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		TE 15-16, 18, 39, 56	TE: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SE: 70 TE: 30, 34, 35	TE 15-16, 30, 55	TE: 15-16, 27-28, 45, 47, 59	TE: 18, 22, 40, 51-52, 61
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;			TE: 25-26, 48-49, 56	TE: 30	TE 15-16, 30, 55	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 32, 61
(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;					TE: 41	SE: 78 TE: 31, 33, 36-37, 42, 54-55	TE: 22
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TE: 21, 51		TE: 34, 35	TE: 30, 41	TE: 30, 32, 57	
(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.			TE: 58, 59	TE: 30	SE: 82 TE 34-35, 53	SE: 44 TE: 21, 24-25	TE: 18, 33, 61

**Literature and Thought**  
**English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SE: 14, 20, 36, 80, 142 TE: 18, 19, 22, 39, 54	SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46		TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(D) evaluate changes in formality and tone across various media for different audiences and purposes.			SE: 88, 110 TE: 42, 52, 56	TE: 30, 46	TE 19, 20, 34, 53	TE: 34, 61, 64	SE; 16, 28 TE: 19, 21
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TE: 65	TE: 31, 56, 61	TE: 56, 62	TE: 48, 55	TE: 61	SE 108 TE: 44, 50-51, 68	SE: 59, 60, 63-65
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE 108 TE: 44, 50-51, 68	SE: 120 TE: 18, 41, 47-48, 60
(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;	SE: 88, 114 TE: 21, 31, 36-37, 48-49	SE: 78 TE: 19, 32, 33-34, 53, 57-58	TE: 43	TE: 48	TE: 43	SE 108 TE: 44, 50-51, 68	SE: 120 TE: 18, 41, 47-48, 60

**Literature and Thought**  
**English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	TE: 61	TE: 20, 57	TE: 56, 57	TE: 52	TE: 50, 57, 58	TE 48, 62, 65	TE: 59, 60, 63-65
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(A) write an analytical essay of sufficient length that includes:	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) rhetorical devices, and transitions between paragraphs;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iii) a clear thesis statement or controlling idea;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) a clear organizational schema for conveying ideas;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) relevant and substantial evidence and well-chosen details;	SE: 46 TE: 24-25	SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and		SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45		TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;		SE: 46 TE: 21, 23-24, 57-58, 59	SE: 42, 104 TE: 22-23, 44-45	SE: 46, 76 TE: 22-23, 30, 31-32, 53, 54	TE: 59, 60	SE: 78 TE: 36-37	SE: 50, 82, 120 TE: 23-24, 34-35, 47-48, 59, 60, 62
(C) write an interpretation of an expository or a literary text that:	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(i) advances a clear thesis statement;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;	SE: 46, 88, 114 TE: 24-25, 36-37, 48-49, 61, 62, 64	SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;		SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and			TE: 56, 57		TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62
(v) anticipates and responds to readers' questions and contradictory information; and		SE: 90 TE: 41, 43-44, 56, 59, 60, 63	TE: 56, 57	SE: 76 TE: 30, 31-32, 43-44, 53, 55	TE: 57, 58, 59		TE: 23-24, 34-35, 47-48, 59, 60, 62

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.		TE: 30, 56	TE: 56	TE: 52	TE 20, 57	TE: 64, 65	TE: 61
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(C) an organizing structure appropriate to the purpose, audience, and context;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(D) information on the complete range of relevant perspectives;	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;		SE: 114 TE: 22, 36-37, 43, 44, 60					
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.	TE: 63, 64	SE: 114 TE: 22, 36-37, 43, 44, 60	SE: 66 TE: 34-35, 58, 59	TE: 51	SE: 44, 82 TE: 23-24, 34-35, 54	SE: 44 TE: 24-25, 47, 49, 66, 67	TE: 60
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	TE: 21, 61, 62	TE: 29, 56, 57-58	TE: 56-57	TE: 51, 52	TE: 61	TE: 39-40, 54-55, 62, 64, 65	TE: 59, 60, 62, 63-65
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	TE: 65	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 55	TE: 55, 57, 61	TE: 39-40, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(A) modify the major research question as necessary to refocus the research plan;	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	TE: 21, 61, 62	TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(C) critique the research process at each step to implement changes as the need occurs and is identified.		TE: 57-58, 63	TE: 40, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44,82,120,143 TE: 20, 26-27,49-50, 55, 57, 58, 59, 60, 61	SE: 44, 78, 108 TE: 24-25,36-37, 39-40, 50-51, 54-55, 66, 67, 68	TE: 59, 60, 62, 63-65
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	TE: 61, 65	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials; and	TE: 65	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(E) is of sufficient length and complexity to address the topic.	TE: 66	TE: 57-58, 63	TE: 40, 56, 57, 62	SE: 76 TE: 31-32, 51, 52, 55	SE: 44, 82 TE: 23-24, 33, 34-35, 61	TE: 39-40, 62, 64, 68	TE: 59, 60, 62, 63-65
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46, 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.		TE: 19, 39, 53	TE: 29, 43, 56	TE: 51, 52	TE 44, 53, 57, 58	TE 19, 22, 64, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought  
English IV TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
<b>§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010</b>							
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TE: 19, 22, 30, 46, 65	TE: 19	TE: 29, 51, 52, 53, 62	TE: 46, 48, 51, 52, 55	TE: 40, 43, 61	TE: 19, 22, 30, 57, 65	TE: 33, 59, 60, 61
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TE: 19, 22, 30, 46	TE: 19	TE: 29, 43	TE: 46	TE: 53, 58	TE: 19, 65	TE: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61