

**Literature and Thought  
English II TEKS Correlation**

	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
<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:			
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SE: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;		TG: 50	TG: 48
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i> ); and	SE: 23; 32; 60; 78; 91; 98; 104 TG: 46		SE: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: 14 TG: 17; 31; 44; 59	TG: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SE: 34 TG: 17; 43; 44; 55
(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:			
(A) compare and contrast differences in similar themes expressed in different time periods;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the figurative language of a literary work to its historical and cultural setting.		TG: 24; 25-26; 31; 33; 36-37; 41; 43; 49; 51; 59; 64	
(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.	TG: 23; 37; 47	TG: 33; 59	
(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:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	TG: 46		
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	TG: 46		

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(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.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(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.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	
(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.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(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:			
(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;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;			TG: 19; 29-30; 40-41; 51-52; 64-66
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 26
(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.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			

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(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	TG: 27; 39; 53; 66	TG: 25-26; 36-37; 50-52	TG: 36; 43-44; 49; 51-52
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(A) evaluate text for the clarity of its graphics and its visual appeal; and		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	SE: 9-11; 12-13; 25; 66; 70; 76; 85	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	SE: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(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:			
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	TG: 37; 60
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(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;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(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;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(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;	TG; 27; 40; 67	TG: 77	TG: 74

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(D) edit drafts for grammar, mechanics, and spelling; and	TG: 73	TG: 77	TG: 74
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 73	TG: 77	TG: 74
(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:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) a thesis or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) an organizing structure appropriate to purpose, audience, and context;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant evidence and well-chosen details; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	TG: 19; 39-40; 47		
(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.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(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:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	TG; 27; 40; 67		
(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);	TG; 27; 40; 67		
(C) counter-arguments based on evidence to anticipate and address objections;	TG; 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68

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(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58; 60
(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.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62