

**Literature and Thought
English IV TEKS Correlation**

	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010			
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of 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:: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		TG: 50	TG: 48
(D) analyze and explain how the English language has developed and been influenced by other languages; and	SB: 23; 32; 60; 78; 91; 98; 104 TG: 46	SB: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41; 57	SB: 34 TG: 17; 43; 445; 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 works of literature that express a universal theme;	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 characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(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.	TG: 23; 37; 47	TG: 33; 59	
(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.			

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(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.
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;		TG: 49	
(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.	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 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.	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 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.	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 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;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	TG: 19; 29-30; 40-41; 51-52; 64-66

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(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 56; 57; 58; 59; 60; 61; 62; 63
(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 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.	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:			
(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and	TG: 27; 39; 53; 61; 64; 66		TG: 19; 29-30; 40-41; 51-52; 64-66
(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	TG: 27; 39; 53; 61; 64; 66	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 19; 29-30; 40-41; 51-52; 64-66
(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) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and			TG: 26
(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	SB: 26; 66; 70; 106; 113; 126; 136	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;	SB: 9-33; 79-83;
(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; 25; 66; 70; 76; 85;		

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(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;		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;	
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and	SB: 9-11; 12-13; 25; 66; 70; 76; 85;	TG: 25-26; 36-37; 50-52	SB: 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
(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 the rhetorical devices 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 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;	TG: 27; 40; 67	TG: 77	TG: 75
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 74	TG: 77	TG: 75
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 74	TG: 77	TG: 75
(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:			
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 59	

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(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 clear thesis statement or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) a clear organizational schema for conveying ideas;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant and substantial evidence and well-chosen details;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and	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 appeals to a specific audience and synthesizes information from multiple points of view.	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 (e.g., evaluative essays, proposals) 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 with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	TG; 27; 40; 67		
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TG; 27; 40; 67		
(C) an organizing structure appropriate to the purpose, audience, and context;	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; 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; 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; 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 an extended written or 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; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(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:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72		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 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.		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, 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.	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