

**Literature and Thought
Grade 6 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(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.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105			SB: See footnotes on pages 64, 69, 72, 73, 64, 69, 97			
(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;	TG: 53						
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and			SB: footnotes pp. 30, 45, 56, 65, 68, 76, 95, 97, 105, 109, 112, 136	SB: See footnotes on pages 10, 21, 130	SB: footnote on page 23		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 27, 40, 52	SB: 14 TG: 17, 30, 43, 58	SB: 12 TG: 14, 17, 29, 39, 49	17, 29, 43, 54	SB: 20 TG: 17, 30, 42, 54	SB: 14 TG: 17, 28, 41, 56	SB: 12 TG: 17, 27, 39, 51
(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:							
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	TG: 27-27, 46-47, 54, 61	SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	SB: 4-14 TG: 12 All selections in the text reflect the theme of the effect of the Harlem Renaissance on black culture and black awareness.	SB: 3-5, 9-19 TG: 12-14, 19, 25-26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23, 24, 35, 39-40, 42, 57, 59, 67	TG: 37-38, 43, 55

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(C) compare and contrast the historical and cultural settings of two literary works.	All selections take place during the Depression era.		TG: 24, 34, 44, 56	All selections reflect the culture of Black Americans in New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36-37, 50-51	TG: 22, 34, 45
(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.	TG: 44; 53	TG: 18, 19, 20, 21, 37, 47, 51, 61	TG: 18, 22, 54, 67	TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59	TG: 19, 32, 34	TG: 20, 29, 32, 44, 53
(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: 15-16, 19, 21-22, 23-24, 31, 35-36, 38-39, 41		Note: There are two fiction selections in the text.				
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	45, 58, 61	TG: 24-26, 47	TG: 42	TG: 20, 36, 45	TG: 32, 43, 44	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	TG: 19, 31	TG: 48		TG: 19, 20	TG: 20, 43, 55	TG: 29	
(C) describe different forms of point-of-view, including first- and third-person.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(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.	TG: 18, 19, 21, 22, 29, 30, 32, 33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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.	TG: 18, 19, 20, 31, 53, 54, 55	TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64	TG: 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69	TG: 23, 24, 32, 37, 47, 58	TG: 17, 18, 20, 23, 24, 25-26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19, 22, 25, 28, 52, 37-36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 55

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(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: 23, 30, 33, 43, 45	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 15-16, 19, 21, 25, 26, 28-29, 33, 36, 37-38, 45	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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:							
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50-51	TG: 25, 32, 41, 53, 56, 63	TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	TG: 18	TG: 15-16, 19, 21, 25, 26, 28-29, 33, 36, 37-38, 45	TG: 15-16, 20, 21, 23-24, 35, 39-40, 47, 48, 57, 62, 76	
(B) explain whether facts included in an argument are used for or against an issue;	TG: 23	TG: 30, 32, 36, 44, 45, 46, 47, 50, 60, 64	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(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: 21, 43				TG: 19, 25-26, 35		
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TG: 23, 35, 42, 46	TG: 25-26, 38-39, 52, 53, 68	TG: 24, 34, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43, 55
(11) 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) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	TG: 23, 35, 42, 46	TG: 32, 25-26, 38-39, 41-42, 49, 52-53	TG: 24, 34, 44, 56	TG: 31, 34, 56	TG: 25, 38, 48	TG: 23, 36, 50	
(B) identify simply faulty reasoning used in persuasive texts.		TG: 44			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

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§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(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:							
(A) explain messages conveyed in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65				TG: 19, 21, 29	TG: 19, 33, 43, 55
(B) recognize how various techniques influence viewers' emotions;				TG: 47			
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and					TG: 21, 24, 31, 33, 37-38, 55		
(14) 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 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: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 63	TG: 25-26, 38-39, 52-53	TG: 75	TG: 24-25, 38-39, 48-49	TG: 66	TG: 23-24, 37-38, 50-51	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	
(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:							TG: 58
(A) write imaginative stories that include:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35, 42, 44-45, 71-72	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33, 38-39, 58		
(i) a clearly defined focus, plot, and point of view;					TG: 38-39		
(ii) a specific, believable setting created through the use of sensory details; and					TG: 38-39		
(iii) dialogue that develops the story; and					TG: 38-39		
(B) write poems using:			TG: 22, 67	48-49	TG: 22, 23, 44, 47, 57	23-24	TG: 44

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(i) poetic techniques (e.g., alliteration, onomatopoeia);				48-49		23-24	
(ii) figurative language (e.g., similes, metaphors); and				48-49		23-24	
(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.	TG: 43	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43		
(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: 32 TG: 15-16, 24-24, 59-61, 70, 71-72				
(A) create multi-paragraph essays to convey information about a topic that:	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(i) present effective introductions and concluding paragraphs;	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(ii) guide and inform the reader's understanding of key ideas and evidence;	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(iii) include specific facts, details, and examples in an appropriately organized structure; and	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(iv) use a variety of sentence structures and transitions to link paragraphs;		TG: 25-26, 38-39, 52-53		TG: 64		TG: 23-24, 37-38, 50-51	
(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: 50-51	TG: 41
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	TG: 58				TG: 21, 55, 61, 62		
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 60	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58
(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: 56	TG: 38, 68, 69	TG: 51, 70, 73-74, 75		TG: 33, 65	TG: 23-24, 37-38, 50-51	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58

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(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: 70				
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;			TG: 70				
(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: 21, 22, 34, 41, 44, 45, 56, 59–60, 61		TG: 70		TG: 25, 32, 36, 37, 46, 47, 48, 56, 57, 58, 61, 62-63, 64		
(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: 43, 45, 46, 47, 64, 65-66, 67	
(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: 59	TG: 40, 70-72	TG: 71	TG: 61	TG: 62	TG: 43, 45, 46, 47, 64, 65-66, 67	
(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: 21, 22, 34, 41, 44, 45, 56, 59–60, 61	TG: 22, 44, 63	TG: 24-25, 31, 33, 40, 52, 65, 70, 71-72, 73	TG: 20, 22, 31, 35, 44, 46, 56, 58	TG: 25, 32, 36, 37, 46, 47, 48, 56, 57, 58, 61, 62-63, 64	TG: 43, 45, 46, 47, 64, 65-66, 67	TG: 28, 31, 42

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105		SB: footnotes on pages 43, 45, 47	SB: footnotes on pages 64, 69, 72, 73, 64, 69, 97			
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	TG: 53						
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i>); and			SB: footnotes pages 30, 45, 56, 65, 68, 76, 95, 97, 105, 109, 112, 136		SB: footnote on page 23		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 27, 40, 52	SB: 14 TG: 17, 30, 43, 58	SB: 12 TG: 14, 17, 29, 39, 49	17, 29, 43, 54	SB: 20 TG: 17, 30, 42, 54	SB: 14 TG: 17, 28, 41, 56	SB: 12 TG: 17, 27, 39, 51
(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:							

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§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) describe multiple themes in a work of fiction;	TG: 27-27, 46-47, 54, 61	SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	SB: 4-14 TG: 12 All selections in the text reflect the theme of the effect of the Harlem Renaissance on black culture and black awareness.	SB: 3-5, 9-19 TG: 12-14, 19, 25-26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23-24, 35, 39-40, 42, 57, 59, 67	TG: 22, 34, 45
(C) analyze how place and time influence the theme or message of a literary work.	All selections take place during the Depression era.	All selections, both fiction and nonfiction reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	All selections reflect the influence of Immigration to the United States since the 1600s.	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36-37, 50-51	TG: 18, 21, 30, 41, 42
(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.	TG: 44; 53	TG: 18, 19, 20, 21, 37, 47, 51, 61	TG: 18, 22, 54, 67	TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59	TG: 19, 32, 34	TG: 20, 29, 32, 44, 53
(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: 15-16, 19, 21-22, 23-24, 31, 35-36, 38-39, 41		Note: There are two fiction selections in the text.				

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§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) explain the influence of the setting on plot development;	TG: 45, 58, 61	All fiction selections reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	TG: 42	TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	TG: 19, 31	TG: 24-26, 47		TG: 20, 36, 45	TG: 20, 32, 43	TG: 22, 31, 61	TG: 19, 33, 43, 55
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(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.	TG: 18, 19, 21, 22, 29, 30, 32, 33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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.	TG: 18, 19, 20, 31, 53, 54, 55	TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64	TG: 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69	TG: 23, 24, 32, 37, 47, 58	TG: 17, 18, 20, 23, 24, 25-26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19; 22, 25, 28, 52, 37 36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 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: 23, 30, 33, 43, 45	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 15-16, 19, 21, 25-26, 28-29, 33, 36, 37-38, 45	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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:							
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50-51		TG: 19, 24, 30, 44			TG: 15-16, 20, 21, 23-24, 35, 39-40, 47, 48, 57, 62, 76	
(B) distinguish factual claims from commonplace assertions and opinions;	TG: 23	TG: 44, 52-53, 63	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TG: 21, 43						
(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: 23, 35, 42, 46	TG: 25-26, 38-39, 52-53, 68	TG: 24, 43, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43
(11) 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) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	TG: 23, 35, 42, 46	TG: 44, 45, 46, 50, 52-53, 63	TG: 68		TG: 35, 47	TG: 47, 59	
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.		TG: 52-53			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) explain the function of the graphical components of a text.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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:							
(A) interpret both explicit and implicit messages in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65	SB: 9-12	TG: 47		TG: 19; 21; 29	
(C) evaluate various ways media influences and informs audiences; and		TG: 45, 46, 63, 65					TG: 43
(14) 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 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: 23-24, 35-36, 46-47	TG: 25-25, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 23-24, 35-36, 46-47	TG: 25-25, 38-39, 52-53	TG: 25, 35, 45, 57, 75		TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 63	TG: 25-25, 38-39, 52-53	TG: 75	TG: 24-25, 38-39, 48-49	TG: 66	TG: 23-24, 37-38, 50-51	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(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:							TG: 58
(A) write an imaginative story that:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35, 42, 44-45, 71-72	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33, 38-39, 58		
(i) sustains reader interest;					TG: 38-39		
(ii) includes well-paced action and an engaging story line;					TG: 38-39		
(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39		
(iv) develops interesting characters; and					TG: 38-39		

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(v) uses a range of literary strategies and devices to enhance the style and tone; and					TG: 38-39		
(B) write a poem using:			TG: 22, 67	48-49	TG: 22, 23, 44, 47, 57	TG: 23-24	TG: 44
(i) poetic techniques (e.g., rhyme scheme, meter);				48-49		TG: 23-24	
(ii) figurative language (e.g., personification, idioms, hyperbole); and	TG: 43			48-49		TG: 23-24	
(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.	TG: 23-24, 35- 36, 46-47	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43		
(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:	TG: 23-24, 35- 36, 46-47		SB: 32 TG: 15-16, 24- 24, 59-61, 70, 71- 72				TG: 22-23, 28, 34- 35, 45-46, 59, 60
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24, 35- 36, 46-47	TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(i) presents effective introductions and concluding paragraphs;	TG: 23-24, 35- 36, 46-47	TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(ii) contains a clearly stated purpose or controlling idea;		TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;		TG: 25, 38-39, 52- 53		TG: 38-39	TG: 21, 25-26, 48- 49, 55, 61, 62-63	TG: 23-24, 37- 38, 50-51	
(iv) accurately synthesizes ideas from several sources; and	TG: 58	TG: 25, 38-39, 52- 53		TG: 64		TG: 23-24, 37- 38, 50-51	
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 60					TG: 23-24, 37- 38, 50-51	
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	TG: 56				TG: 37-38	TG: 50-51	TG: 41
(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	TG: 58- 59				TG: 21; 55; 61; 62		
(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 58- 59	TG: 38, 68, 69	TG: 51, 70, 73-74, 75				
(A) establishes a clear thesis or position;					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					TG: 25, 38, 48	TG: 23-24, 37-38, 50-51	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33, 65	TG: 64-65	TG: 41, 57, 58
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TG: 58- 59						
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(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: 21, 22, 34, 41, 44, 45, 56, 59-60, 61	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 41; 57; 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TG: 59						
(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: 21, 22, 34, 41, 44, 45, 56, 59-60, 61		TG: 19; 22; 40; 65; 68; 70; 71-72				
(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: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	

**Literature and Thought
Grade 7 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 40; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67	
(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: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 28; 31; 42

**Literature and Thought
Grade 8 TEKS Correlation**

	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(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.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) 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 academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;			SB :footnotes on pages 51; 102	
(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;	TG: 53							
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and			SB: footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;	SB: footnote on page 23		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	TG: 17; 29; 43; 54	SB: 20 TG: 17; 30; 42; 54	SB: 14 TG: 17; 28; 41; 56	SB:14 TG: 14; 37; 47; 57	SB: p. 12 TG: 17; 27; 39; 51
(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:								
(A) analyze literary works that share similar themes across cultures;	TG: 27-27; 46-47; 54; 61	TG: 25-26; 38-39; 52-53	TG: 24; 34; 44; 56		TG: 25; 38; 48	TG: 23-24; 36-37; 50-51;	TG: 22-23; 32-33; 42-43; 53-54; 67	

**Literature and Thought
Grade 8 TEKS Correlation**

	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	All fiction selections reflect the struggles of the Great Depression.	All selections, both fiction and nonfiction reflect the struggle for civil right in America from the 1920s through the 1960s in the United States.	All selections reflect the influence of Immigration to the United States since the 1600s.	All selections reflect the culture of Black Americans In New York during the Harlem Renaissance.	TG: 25; 38; 48	TG: 23-24; 36-37; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 30; 41; 42
(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).	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	TG: 22; 23; 32, 33, 47; 58	TG: 23; 24; 44; 59	TG: 19; 32; 34	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 20; 29; 32; 44; 53
(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:			Note: There are two fiction selections in the text.					
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	TG: 27; 46-47; 54; 61		TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 28	TG: 19; 33; 43; 55
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 27-27; 46-47; 54; 61	TG: 24; 48	TG: 42; 55	TG: 20; 36; 45	TG: 20; 32; 43	TG: 22; 31; 61	TG: 15; 28; 49; 52	TG: 19; 33; 43; 55
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 19; 20; 45	TG: 20; 21; 48	TG: 55	TG; 30; 31	TG: 18; 34; 44		TG: 28; 51	
(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.	TG: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 18; 19; 21; 31; 33; 35; 36; 46; 47; 57; 58	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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.	TG: 18; 19; 20; 31; 53; 54; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17; 18; 20; 23; 24; 25-26; 27; 30; 32; 34; 39; 42; 43	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

**Literature and Thought
Grade 8 TEKS Correlation**

	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(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.	TG: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 15-16; 19; 21; 25-26; 28-29; 33; 36; 37-38; 45	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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:								
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 23; 26-27; 29; 35-36; 41; 45; 46; 50-51	TG: 25, 32, 41, 53, 56, 63	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 32; 43; 44	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 23	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68		TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		TG: 30
(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: 23; 35; 42; 46	TG: 25-26; 38-39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 25; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(11) 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) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	TG: 29; 34	TG: 52-53			TG: 25; 38; 48	TG: 23; 36; 50	TG: 40; 42; 48; 53; 58; 59; 61	
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.		TG: 52-53			TG: 21; 24; 31; 33; 37-38; 55	TG: 18; 20; 29; 42; 43; 46; 47; 57		
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:								
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.		SB: 10-11; 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB:16-19 TG: 14	SB: 11-13	SB: 10-13 TG: 11	
(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:								

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	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	TG: 44; 59-60	TG: 45; 46; 63; 65						
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and		TG: 45; 46; 63; 65		TG: 47		TG: 19; 21; 29	TG: 31; 62	
(14) 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 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: 23-24; 35-36; 46-47;	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38-39; 48-49	TG: 48-49; 61, 62-63; 65; 66	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75		TG: 48-49; 61, 62-63; 65; 66	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 63	TG: 25-25; 38-39; 52-53	TG: 75	TG: 24-25; 38-39; 48-49	TG: 66	TG: 23-24; 37-38; 50-51	TG: 69	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 69	TG: 61
(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:								
(A) write an imaginative story that:	TG: 58	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61	TG: 18; 19; 21; 33; 38-39; 58		TG: 30; 48	TG: 58
(i) sustains reader interest;					TG: 38-39			
(ii) includes well-paced action and an engaging story line;					TG: 38-39			
(iii) creates a specific, believable setting through the use of sensory details;					TG: 38-39			
(iv) develops interesting characters; and					TG: 38-39			
(v) uses a range of literary strategies and devices to enhance the style and tone; and					TG: 38-39			
(B) write a poem using:			TG: 22; 67	TG: 48-49	TG: 22; 23; 44; 47; 57	23-24	TG: 51	TG: 44
(i) poetic techniques (e.g., rhyme scheme, meter);				TG: 48-49		23-24		
(ii) figurative language (e.g., personification, idioms, hyperbole); and				TG: 48-49		23-24		

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	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(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.	TG: 43	TG: 60; 62	TG: 19; 23; 42; 63		TG: 43			
(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: 32 TG:15-16; 24-24; 59-61; 70; 71-72					TG: 22-23; 28; 34-35; 45-46; 59 60
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) presents effective introductions and concluding paragraphs;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) contains a clearly stated purpose or controlling idea;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 21; 25-26; 48-49; 55; 61; 62-63	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) accurately synthesizes ideas from several sources; and	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53		TG: 64		TG: 23-24; 37-38; 50-51		
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 23-24; 35-36; 46-47					TG: 23-24; 37-38; 50-51		
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;						TG: 50-51		TG: 41
(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	TG: 23; 42; 51; 52; 66; 67				TG: 21; 55; 61; 62			
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 72	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66		TG: 58
(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: 58-59	TG: 65-66	TG: 51; 70; 73-74; 75					
(A) establishes a clear thesis or position;					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.					TG: 25; 38; 48	TG: 23-24; 37-38; 50-51	TG: 53-54	

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	Historical Events and Eras							
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010								
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 33; 65	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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; 40; 65; 68; 70; 71-72		TG: 19; 22; 40; 65; 68; 70; 71-72				TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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: 21, 22, 34, 41, 44, 45, 56, 59- 60, 61				TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 62	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 25; 32; 36; 37; 46; 47; 48; 56; 57; 58; 61; 62-63; 64	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

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	Historical Events				Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance			
§110.31. English Language Arts and Reading, English I, 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 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;	SE: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: See: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	TG: 53						
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i>); and			SB: footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: See footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(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: 18 TG: 17, 27; 40; 52	SE: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SE: 14 TG: 14; 37; 47; 57	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(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) analyze how the genre of texts with similar themes shapes meaning;	All selections (genres) reflect the theme of coping with the Great Depression	TG: 25; 38; 52	TG: 24; 34; 44; 56	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 36-37; 46; 49; 50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 18; 19; 20; 31; 53; 54 ; 55	17; 18; 18; 20; 21; 23; 37; 46; 47; 51; 53;	TG: 23; 40; 55; 68	TG: 23; 24; 32; 37; 47; 58	TG: 23; 36; 50	TG: 17; 29; 52; 58; 61; 62	TG: 21; 30; 32; 40; 41; 52; 54; 55

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	Historical Events						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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.	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 19; 32; 34	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56
(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 two fiction selections in the text.				
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	TG: 20; 31; 42		TG: 42			TG: 28	
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	TG: 20; 31; 42	TG: 24; 48		TG: 20; 36; 45	TG: 22; 31; 61	TG: 15; 28; 49; 52	TG: 19; 33; 43; 55
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	TG: 20; 31; 42	TG: 20; 21; 48	TG: 55	TG: 20; 36; 45	TG: 22; 31; 61	TG: 28; 51	TG: 18; 21; 30; 41; 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	TG: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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.	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

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	Historical Events				Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance			
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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.	TG: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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:	TG: 23; 30; 33; 43; 45						
(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;					TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	TG: 23	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68		TG: 18; 20; 29; 42; 43; 46; 47; 57		TG: 30
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TG: 25-26; 38-39; 52-53; 68					
(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; 35; 42; 46	TG: 25-26; 38-39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 23; 36; 50	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	TG: 19; 33; 43
(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) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	TG: 29; 34	TG: 44; 52-53; 63	TG: 19; 53; 64; 66; 68	TG: 31; 34; 56	TG: 23; 36; 50	TG: 40; 42; 48; 53; 58; 59; 61	
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.		TG: 44; 45; 46; 50; 63	TG: 68		TG; 47; 59	TG: 58	
(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:							

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	Historical Events				Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance			
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.					SB: 11-13		
(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:							
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);						TG: 31; 62	
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and		TG: 45; 46; 63; 65		TG: 47	TG: 19; 21; 29	TG: 31; 62	
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75		TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 76	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 69	TG: 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 64	TG: 71	TG: 76	TG: 65	TG: 69	TG: 69	TG: 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 64	TG: 71		TG: 65	TG: 69	TG: 69	TG: 62
(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:							

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	Historical Events				Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance			
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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;	TG: 43	TG: 34		TG: 16; 18; 30; 61		TG: 30; 48	
(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			TG: 22; 67	TG: 48-49	23-24	TG: 51	TG: 44
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.		TG: 23					
(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:			SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72				TG: 22-23; 28; 34-35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) a controlling idea or thesis;	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) an organizing structure appropriate to purpose, audience, and context; and	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(v) relevant information and valid inferences;	TG: 23-24, 35-36, 46-47, 58, 59-60				TG: 23-24; 37-38; 50-51		
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			TG: 42; 52; 66				
(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: 60	TG: 67	TG: 72	TG: 61	TG: 66		TG: 58

**Literature and Thought
English I TEKS Correlation**

	Historical Events						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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: 43	TG: 38; 68; 69	TG: 51; 70; 73-74; 75				
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;					TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) counter-arguments based on evidence to anticipate and address objections;					TG: 23-24; 37-38; 50-51		
(D) an organizing structure appropriate to the purpose, audience, and context; and					TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(E) an analysis of the relative value of specific data, facts, and ideas.					TG: 23-24; 37-38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58-59	TG: 65-66	TG: 70	TG: 61-62	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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; 22; 40; 65; 68; 70; 71-72			TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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;	TG: 19; 22; 40; 65; 68; 70; 71-72						

**Literature and Thought
English I TEKS Correlation**

	Historical Events						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

Literature and Thought
English II TEKS Correlation

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, 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 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;	SE: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	TG: 53						
(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			SB: footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(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: 18 TG: 17, 27; 40; 52	SE: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	TG: 17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SE: 14 TG: 14; 37; 47; 57	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(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;	All selections take place during the Great Depression.	TG: 25; 38; 52	TG: 24; 34; 44; 56		TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 36-37; 46; 49; 50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 18; 19; 20; 31; 53; 54 ; 55	17; 18; 18; 20; 21; 23; 37; 46; 47; 51; 53;	TG: 23; 40; 55; 68	TG: 23; 24; 32; 37; 47; 58	TG: 18; 19; 22; 35; 42; 43	TG: 17; 29; 52; 58; 61; 62	TG: 21; 30; 32; 40; 41; 52; 54; 55
(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: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56

**Literature and Thought
English II TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(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.							
(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 two 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: 20; 36; 45	TG: 23; 36; 50	TG: 31	
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;		TG: 24; 48			TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(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: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 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.		TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54;
(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:						TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60	

**Literature and Thought
English II TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;		TG: 44; 52-53; 63					
(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: 25-26; 38-39; 52-53; 68	TG: 19; 24; 30; 44	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(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: 44; 52-53; 63			TG: 23; 36; 50		
(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: 10-11 TG: 14				
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).					SB: 11-13		
(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;		TG: 45; 46; 63; 65		TG: 47	TG: 19; 21; 29		
(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);						TG: 31; 62	
(C) examine how individual perception or bias in coverage of the same event influences the audience; and		TG: 45; 46; 63; 65					
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46

**Literature and Thought
English II TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 75		TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 76	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 69	TG: 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 64	TG: 71	TG: 76	TG: 65	TG: 69	TG: 69	TG: 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 64	TG: 71		TG: 65	TG: 69	TG: 69	TG: 62
(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:							
(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;	TG: 43	TG: 34		TG: 16; 18; 30; 61		TG: 30; 48	
(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			TG: 22; 67	48-49	23-24	TG: 51	TG: 44
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.		TG: 23					
(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:			SB: 32 TG: 15-16; 24-24; 59-61; 70; 71-72				TG: 22-23; 28; 34-35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23-24, 35-36, 46-47, 58, 59-60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	

**Literature and Thought
English II TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(iii) a thesis or controlling idea;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) an organizing structure appropriate to purpose, audience, and context;	TG: 23–24, 35–36, 46–47, 58, 59–60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(v) relevant evidence and well-chosen details; and	TG: 23–24, 35–36, 46–47, 58, 59–60			TG: 38-39	TG: 23-24; 37-38; 50-51		
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;					TG: 23-24; 37-38; 50-51		
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:			TG: 42; 52; 66				
(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: 60	TG: 67	TG: 72	TG: 61	TG: 66		TG: 58
(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: 43	TG: 38; 68; 69	TG: 51; 70; 73-74; 75	TG: 60-61			
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;					TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(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: 23-24; 37-38; 50-51	TG: 53-54	
(C) counter-arguments based on evidence to anticipate and address objections;					TG: 23-24; 37-38; 50-51		
(D) an organizing structure appropriate to the purpose, audience, and context;					TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(E) an analysis of the relative value of specific data, facts, and ideas; and					TG: 23-24; 37-38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58

**Literature and Thought
English II TEKS Correlation**

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(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; 22; 40; 65; 68; 70; 71-72			TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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;	TG: 19; 22; 40; 65; 68; 70; 71-72						
(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: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

Literature and Thought
English III TEKS Correlation

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, 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 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: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	TG: 53						
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and			SB: Footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SB: 14 TG: 14; 37; 47; 57	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(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) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 22; 23; 31; 33; 35; 43; 45; 46; 53; 56	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	TG: 30; 31; 32; 33; 34; 44;	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 223; 35; 46	TG: 25; 38; 52	TG: 19; 20; 23, 31, 32, 33;50; 52; 65; 68	TG: 24; 38; 48	TG: 23; 36; 50	TG: 21; 31; 39; 48; 50; 59; 60; 61	TG: 19; 33; 43
(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.	TG: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56

**Literature and Thought
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	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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.							
(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 two fiction selections in the text.				
(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;	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 30; 61	TG: 17; 29; 52; 58; 61; 63	TG: 43 ;45; 53; 55; 113
(B) analyze the internal and external development of characters through a range of literary devices;	TG: 20; 31; 42; 55	TG: 24; 48		TG: 20; 36; 45	TG: 22; 31; 61	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and				TG; 30; 31			
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	The selections reflect the era of the Great Depression.						
(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.	TG: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 20; 21; 23; 29; 31; 32; 33; 40; 41; 42; 50; 51 52; 53; 63; 64; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35;44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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.	TG: 18; 19; 20; 31; 53; 54 ; 55	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42;46;49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

**Literature and Thought
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	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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.	TG: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 17; 19; 20; 26; 29; 36; 39; 46; 49; 58; 62; 64; 68; 69			TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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; 26- 27; 29; 35-36; 41; 45; 46; 50-51; 54; 58	TG: 25-25; 38-39; 52-53	TG: 19; 24; 30; 44	TG: 18		TG: 33; 40; 43-44;	
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;							
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 25-25; 38-39; 52-53					
(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.	TG: 23; 35; 46	TG: 25-25; 38-39; 52-53	TG: 24; 43; 44; 56; 73	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(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 how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	TG: 18; 22; 29; 33; 34	TG: 44; 45, 46, 47; 50; 63	TG: 19; 20; 32; 66	TG: 31; 34; 56	TG: 20; 32	TG: 61	
(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:							
(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.		TG: 67	SB: 10-11 TG: 14		SB: 11-13		

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	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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;		TG: 45; 46; 63; 65			TG: 19; 21; 29		
(C) evaluate the objectivity of coverage of the same event in various types of media; and				TG: 47		TG: 31; 62	
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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;	TG: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77		TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47	TG: 25-25; 38-39; 52-53	TG: 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 69	TG: 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(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:							

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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;	TG: 43	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and			TG: 22; 67	48-49	23-24	TG: 51	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.		TG: 23					
(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: 22-23; 28; 34-35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53	SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72	TG: 38-39		TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) a clear thesis statement or controlling idea;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) a clear organizational schema for conveying ideas;	TG: 23-24; 35-36; 46-47; 58, 59 60	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(v) relevant and substantial evidence and well-chosen details; and	TG: 23-24; 35-36; 46-47; 58, 59 60			TG: 38-39	TG: 23-24; 37-38; 50-51		
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;					TG: 23-24; 37-38; 50-51		
(C) write an interpretation of an expository or a literary text that:			TG: 42; 52; 66				

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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: 60	TG: 67	p. 72	TG: 61	TG: 66		TG: 58
(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: 43	TG: 38; 68; 69	TG: 51; 70; 73-74; 75	TG: 60-61			
(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;					TG: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);					TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) an organizing structure appropriate to the purpose, audience, and context;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(D) information on the complete range of relevant perspectives;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and					TG: 23-24; 37-38; 50-51	TG: 53-54	
(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).					TG: 23-24; 37-38; 50-51		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58
(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: 58-59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57, 58

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	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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; 22; 40; 65; 68; 70; 71-72				
(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	TG: 19; 22; 40; 65; 68; 70; 71-72					TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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.	TG: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42

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English IV TEKS Correlation

	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§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: footnote on 105			SB: See footnotes on pages 64; 69; 72, 73; 64; 69; 97;		SB: See footnotes on pages 51; 102	
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	TG: 53						
(D) analyze and explain how the English language has developed and been influenced by other languages; and			SB: See Footnotes pp. 30; 45; 56; 65; 68; 76; 95; 97;105; 109; 112; 136	SB: See footnotes on pages 10; 21; 130;		SB: See footnotes on pages 34; 48; 86; 109; 121; 122; 129; 134; 139; 141	
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 18 TG: 17, 27; 40; 52	SB: 14 TG: 17; 30; 43; 58	SB: 12 TG: 14; 17; 29; 39; 49	17; 29; 43; 54	SB: 14 TG: 17; 28; 41; 56	SB: 14 TG: 14; 37; 47; 57	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57
(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: 22; 23; 31; 33; 43; 45; 53; 56	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	TG: 30; 31;32; 33; 34; 44;	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	The plot, setting, and characters of all selections are related to the Great Depression.	TG: 25; 38; 52	TG: 24; 43; 44; 56; 73	All fiction selections reflect the historical, social, and economic effects of the Harlem Renaissance.	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43

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	Historical Events and Eras						
	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(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: 44; 53	TG: 18; 19; 20; 21; 37; 47; 51; 61;	TG: 18; 22; 54; 67	17; 29; 43; 54	TG: 23; 36; 50	TG: 17; 18; 20; 29; 30; 38; 51; 62	TG: 19; 22; 29; 54; 56
(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.							
(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 two fiction selections in the text.				
(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;	TG: 41; 43; 54	TG: 24; 48	TG: 42		TG: 22; 30; 61	TG: 28	
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	TG: 20; 31; 42; 55	TG: 24; 48	TG: 42; 55	TG: 30; 31; 32; 33; 34; 44;	TG: 22; 30; 61	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43; 55
(C) compare and contrast the effects of different forms of narration across various genres of fiction; and					TG: 22; 30; 61		
(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: 18; 19; 21; 22; 29; 30; 32; 33; 34; 41; 43; 45; 65	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 19; 29; 23; 32; 40; 41; 42; 50; 51; 65; 66	TG: 18; 19; 21; 30; 31; 34; 35; 44; 46; 55; 56; 57	TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 16; 19; 21; 31; 39; 40; 41; 48; 50; 58; 59; 60; 61	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54
(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: 18; 19; 20; 31; 53; 54	TG: 17, 19; 27; 30; 37; 40; 43; 47; 51; 54; 58; 64	TG: 17; 18; 23; 26; 29; 31; 32; 33; 36; 39; 40; 42; 46; 49; 55; 58; 62; 69	TG: 23; 24; 32; 37; 47; 58	TG: 17, 18, 19; 22; 25; 28; 52; 37-36; 38; 41; 42 52; 56; 58; 59; 61; 63	TG: 17; 29; 52; 58; 61; 61	TG: 32; 43; 44; 45; 53; 55

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	Dark Days	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	Times of Change: Vietnam and the 70s	Voices of the Holocaust	Wide Open Spaces: American Frontiers
§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(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: 23; 30; 33; 43; 45	TG: 22; 23; 32; 33; 34; 35; 36; 37; 44; 45; 46; 49; 50; 59; 60; 62; 63	TG: 17; 19; 20; 26; 29; 36; 39; 46; 49; 58; 62; 64; 68; 69		TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 18; 21; 28; 30; 31; 40; 41; 42; 52; 54;
(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; 26- 27; 29; 35-36; 41; 45; 46; 50-51; 54; 58	TG: 25-25; 38-39; 52-53	TG: 19; 24; 30; 44	TG: 18		TG: 33; 40; 43-44;	
(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	TG: 29; 34	TG: 25-25; 38-39; 52-53		TG: 31; 34			
(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; 35; 46	TG: 25-25; 38-39; 52-53	TG: 24; 43; 44; 56; 73	TG: 24; 38; 48	TG: 23; 36; 50	TG: 22-23; 32-33; 42-43; 53-54; 67	TG: 19; 33; 43
(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: 44; 45, 46, 47; 50; 63			TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49		
(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: 29; 34	TG: 44; 45, 46, 47; 50; 63	TG: 19		TG: 20; 21; 30; 33; 35; 43; 44; 45; 46; 47; 48; 49		

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(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;		TG: 45; 46; 63; 65		TG: 47			
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and		TG: 45; 46; 63; 65			TG: 19; 21; 29		
(D) evaluate changes in formality and tone across various media for different audiences and purposes.						TG: 31; 62	
(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: 23-24; 35-36; 46-47;	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 23-24; 35-36; 46-47;	TG: 25-25; 38-39; 52-53	TG: 25; 35; 45; 57; 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 42-43; 53-54; 67-68	TG: 34-35; 45-46
(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: 65	TG: 25-25; 38-39; 52-53	TG: 77	TG: 24-25; 38-39; 48-49	TG: 23-24; 37-38; 50-51	TG: 69	TG: 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	TG: 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 72	TG: 77	TG: 66	TG: 69	TG: 69	
(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:							

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(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;	TG: 43	TG: 34	TG: 21; 23; 30; 34-35; 42; 44-45; 71-72	TG: 16; 18; 30; 61		TG: 30; 48	
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and			TG: 22; 67	48-49	23-24	TG: 51	
(C) write a script with an explicit or implicit theme, using a variety of literary techniques.		TG: 23					
(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: 22-23; 28; 34-35; 45-46; 59 60
(A) write an analytical essay of sufficient length that includes:	TG: 23–24; 35–36; 46–47	TG: 25-25; 38-39; 52-53	SB: 32 TG:15-16; 24-24; 59-61; 70; 71-72	TG: 38-39		TG: 22-23; 32-33; 42-43; 53-54; 67-68	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 23–24; 35–36; 46–47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 23–24; 35–36; 46–47	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iii) a clear thesis statement or controlling idea;	TG: 65	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(iv) a clear organizational schema for conveying ideas;	TG: 65	TG: 25-25; 38-39; 52-53		TG: 38-39	TG: 23-24; 37-38; 50-51	TG: 22-23; 32-33; 41; 42-43; 53-54; 67-68	
(v) relevant and substantial evidence and well-chosen details;				TG: 38-39	TG: 23-24; 37-38; 50-51		
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and					TG: 23-24; 37-38; 50-51		
(C) write an interpretation of an expository or a literary text that:			TG: 42; 52; 66				

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(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: 60	TG: 67	p. 72	TG: 61	TG: 66		TG: 58
(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: 43	TG: 38; 68; 69	TG: 51; 70; 73-74; 75	TG: 60-61			
(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: 23-24; 37-38; 50-51	TG: 20; 53-54	
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);					TG: 23-24; 37-38; 50-51	TG: 53-54	
(C) an organizing structure appropriate to the purpose, audience, and context;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(D) information on the complete range of relevant perspectives;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;					TG: 23-24; 37-38; 50-51	TG: 53-54	
(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					TG: 23-24; 37-38; 50-51	TG: 53-54	
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.					TG: 23-24; 37-38; 50-51	TG: 53-54	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58

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(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: 58- 59	TG: 65-66	TG: 70	TG: 60-61	TG: 64-65	TG: 59; 64-65; 66	TG: 41; 57; 58
(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; 22; 40; 65; 68; 70; 71-72				
(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	TG: 19; 22; 40; 65; 68; 70; 71-72					TG: 16; 20; 31; 38; 58; 60; 62; 65	
(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: 59	TG: 40; 63; 70-72	TG: 71	TG:61	TG: 43; 45; 46; 47; 64; 65-66; 67		
(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: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 22; 44; 63	TG: 24-25; 31; 33; 40; 52; 65; 70; 71-72; 73	TG: 20; 22; 31; 35; 44; 46; 56; 58	TG: 43; 45; 46; 47; 64; 65-66; 67	TG: 15; 40; 65	TG: 28; 31; 42