

**Literature and Thought
English I TEKS Correlation**

	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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(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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(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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(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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(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

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(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						

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(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