

**Literature and Thought
Grade 6 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68-69.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SB: 12 TG: 17, 18, 19, 23, 26, 29, 32, 33, 34, 37, 40, 41, 42, 44, 47, 51, 53, 55, 59	SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36-37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86, 93, 108, 121						
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;				SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36-37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and	SB: footnotes on 48, 58, 70, 86, 89, 93, 108, 121 TG: 19, 48						

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(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, 28, 38, 49	SB: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57					
(3) Reading/Comprehension of Literary text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TG: 18, 26–27, 31, 36–37, 39, 52, 53		SB: 50 TG: 15-16, 18, 19, 20, 22, 23, 24-25, 27-28, 30, 31, 32, 34, 38-39, 41, 52, 53, 54, 58, 63	SB: 110 TG: 18, 28, 36-37, 39, 42, 45-46, 49-50, 52, 54, 56, 58, 60	TG: 30, 31, 35-36, 46-47, 53	SB: 42, 116 TG: 22, 24-25, 30, 32, 35, 42, 46-47, 53, 56	SB: 46, 110 TG: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	SB: 3, 8-9 TG: 12	TG: 36-37, 46, 49-50	SB: 50, 112 TG: 15-16, 19, 22, 24-25, 27-28, 31, 34, 42, 45-46, 52, 55, 57, 58				SB: 46, 110 TG: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	TG: 30					TG: 30, 42	
(C) compare and contrast the historical and cultural settings of two literary works.	TG: 43	TG: 23, 33, 45	TG: 32, 42, 55	SB: 44, 76, 110 TG: 21-22, 24-25, 33-34, 45-46, 49-50, 58, 60	TG: 22		TG: 49-50
(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: 31, 33, 40, 53	TG: 19, 22, 29, 54, 56	TG: 12, 19, 22, 32, 35, 42, 53, 55	SB: 24, 55, 84, 102, 126 TG: 12, 18, 28, 40, 43, 54	SB: 23, 68 TG: 12, 20, 23, 31-32, 52	SB: 33, 44, 54, 63, 134 TG: 12, 21, 30, 31, 33, 56	SB: 32, 45, 73, 109, 125 TG: 21, 23, 34, 44, 53

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(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, character's, and plot of a play and those in a film based upon the same story line.	TG: 18, 41					SB: 70-87 TG: 35, 46	
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SB: 112 TG: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SB: 110 TG: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SB: 42, 88, 116 TG: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34, 36-37, 39-40, 42, 46-47, 53, 56, 57, 61	SB: 46, 74 TG: 18, 21, 22, 23, 24-25, 27-28, 31, 33, 34, 35-36, 38-39, 41, 43, 44, 53, 54
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	TG: 18, 32		TG: 45	SB: 110 TG: 18, 28, 36-37, 39, 42, 45-46, 49-50, 52, 54, 56, 58, 60		TG: 15-16, 18, 27-28, 33, 34, 44, 57	SB: 46, 110 TG: 18, 21, 24-25, 27-28, 38-39, 41, 45-46
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and		TG: 21, 52				TG: 15-16, 18, 27-28, 33, 34, 44, 57	
(C) describe different forms of point-of-view, including first- and third-person.	TG: 31, 39	TG: 19, 29, 40	TG: 31 ,52	TG: 19, 40, 43, 55, 56		TG: 32, 35	TG: 18, 19, 21, 22
(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: 19, 20, 22, 26-27, 29, 36-37	TG: 15-16, 17, 20, 21, 22, 23-24, 25, 28, 30, 32, 35, 38, 38, 42, 47, 51, 52, 56, 57	SB: 50 TG: 24-25, 60, 63	TG: 14-15, 36-37, 49-50, 58, 60		SB: 54 TG: 31, 39-40, 46-47, 61	TG: 24, 48, 55, 134

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(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: 17, 25, 28, 35, 38, 40, 45, 49, 53, 54	TG: 15-16, 17, 20, 21, 22, 23-24, 25, 28, 30, 32, 35, 38, 38, 42, 47, 51, 52, 56, 57	TG: 20, 45-46, 49-50, 60, 61-62	SB: 64-65 TG: 31			TG: 34, 53, 54
(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: 23-24, 33-34, 36-37, 43-44, 47-48, 60	TG: 15-16, 17, 20, 21, 22, 23-24, 25, 28, 30, 32, 35, 38, 38, 42, 47, 51, 52, 56, 57	TG: 21, 56	TG: 14-15, 36-37, 49-50, 58, 60	SB: 38 TG: 15-16, 24-25, 26-27, 38, 39, 49, 53	SB: 88, 116 TG: 36-37, 46-47, 55	TG: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SB: 50 TG: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TG: 14-15, 36-37, 49-50, 58, 60	SB: 38 TG: 15-16, 24-25, 26-27, 38, 39, 49, 53	SB: 116 TG: 23, 27-28, 31, 39-40, 46-47, 55, 61	SB: 46 TG: 24-25, 27-28, 30, 38-39, 42, 55
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	TG: 19, 21, 22, 23	TG: 36-37, 49-50	SB: 50 TG: 21, 24-25, 52, 63	TG: 31, 49-50, 58, 60	TG: 21, 38, 49, 53	SB: 116 TG: 45, 46-47	SB: 46 TG: 24-25, 27-28, 38-39
(B) explain whether facts included in an argument are used for or against an issue;	TG: 22, 23, 29, 50	TG: 31, 43	TG: 60,63		TG: 49	SB: 116 TG: 45, 46-47	SB: 110 TG: 42, 45-46
(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: 42		TG: 21, 56	TG: 30	TG: 49	TG: 19, 23, 43, 45	TG: 19
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TG: 41, 58-59	TG: 23, 33, 45	TG: 60, 63		TG: 39	TG: 45, 59, 61	TG: 32

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(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:					TG: 39		SB: 86 TG: 42
(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: 36-37, 47-48	TG: 29					SB: 86 TG: 42
(B) identify simply faulty reasoning used in persuasive texts.		TG: 31, 43		TG: 41	TG: 39		SB: 86 TG: 42
(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						
(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:					TG: 39		
(A) explain messages conveyed in various forms of media;	TG: 41						
(B) recognize how various techniques influence viewers' emotions;					TG: 39		
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62

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(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: 24, 34, 44	TG: 24-25, 33-34, 45-46, 58, 59, 61, 62-64	TG: 11, 35-36, 48, 60-62, 65-67	TG: 58, 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(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: 24, 34, 44	TG: 24-25, 33-34, 45-46, 60-61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64, 65-67	TG: 58, 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(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: 59	TG: 24-25, 33-34, 45-46, 60-61	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 59	TG: 62	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(A) write imaginative stories that include:	TG: 51	TG: 20, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(i) a clearly defined focus, plot, and point of view;	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54

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(ii) a specific, believable setting created through the use of sensory details; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(iii) dialogue that develops the story; and	TG: 51		TG: 30, 61	SB: 79 TG: 39, 59	TG: 30, 41, 52	TG: 18, 37	
(B) write poems using:		TG: 32	TG: 22	SB: 55, 87 TG: 28, 41, 59	TG: 31, 52	TG: 55, 59, 60	
(i) poetic techniques (e.g., alliteration, onomatopoeia);				SB: 55, 87 TG: 28, 41, 59			
(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: 55	TG: 20, 21, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 16, 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(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: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(A) create multi-paragraph essays to convey information about a topic that:	TG: 33-34, 58-59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45-46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(i) present effective introductions and concluding paragraphs;	TG: 33-34, 58-59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45-46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(ii) guide and inform the reader's understanding of key ideas and evidence;	TG: 33-34, 58-59		SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25,31,32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61

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(iii) include specific facts, details, and examples in an appropriately organized structure; and	TG: 34		SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(iv) use a variety of sentence structures and transitions to link paragraphs;			SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TE: 35-36, 41, 42, 60, 61
(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: 62	TG: 59			
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	TG: 55, 58	TG: 52, 56	SB: 50, 86, 112 TG: 11, 12, 24-25, 35-36, 45-46, 48	SB: 44, 76, 110 TG: 21-22, 33-34, 45-46, 58, 59, 60, 61		SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 24-25, 45-46, 60-61
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 57	TG: 58, 59	SB: 50, 86, 112 TG: 11, 12, 24-25, 35-36, 45-46, 48	TG: 59	TG: 51, 52	TG: 59, 60	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.	SB: 50 TG: 23-24	TG: 45-46, 59	TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 23-24, 55-56	TG: 30, 58, 59	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59

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(B) generate a research plan for gathering relevant information about the major research question.			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(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: 23-24, 55-56	TG: 30, 58, 59	TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;			SB: 50, 86 TG: 21-25, 35-36, 60, 61-62	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(B) differentiate between primary and secondary sources;							
(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: 60, 61, 62, 64	TG: 58, 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 23-24, 55-56	TG: 30, 58, 59	SB: 50,86 TG: 24-25, 35-36, 60, 61-62	TG: 58, 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 58, 59, 62
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and			SB: 50, 86 TG: 24-25, 35-36, 60, 61-62	TG: 58, 59	TG: 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(B) evaluate the relevance and reliability of sources for the research.			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62

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(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: 23-24, 55-56	TG: 30, 58, 59	TG: 60, 61-62, 64	TG: 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 58, 59, 62
(A) compiles important information from multiple sources;			TG: 60, 61-62, 64	TG: 59	TG: 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 58, 59
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;			TG: 49-40, 60, 61-62, 64	TG: 58, 59, 62-64	SB: 38 TG: 24, 25, 51, 52	SG: 42, 116 TG: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TG: 58, 59
(C) presents the findings in a consistent format; and			TG: 60, 61-62, 64	TG: 59	TG: 51, 52	TG: 59, 60	TG: 58
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).			TG: 60, 61-62, 64		SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(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: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TG: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TG: 19, 20, 21, 29, 30, 49, 51, 53	TG: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(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: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61-62, 63	TG: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TG: 19, 20, 21, 29, 30, 49, 51, 53	TG: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give oral instructions that include multiple action steps; and			TG: 36	TG: 58, 59, 60	TG: 19, 20, 21, 29, 30, 49, 51, 53		TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.			TG: 55	TG: 58, 59, 60	TG: 19, 20, 21, 29, 30, 49, 51, 53	TG: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

**Literature and Thought
Grade 6 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.18. English Language Arts and Reading, Grade 6, 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 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: 56-57		TG: 61-62, 63	TG: 58, 59, 60		TG: 44, 54, 60, 61, 63-65	TG: 58, 59, 62
(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: 46	TG: 18, 22, 31	TG: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61, 62, 63	TG: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60		TG: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TG: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

**Literature and Thought
Grade 7 TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68-69.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SB: 12 TG: 17, 18, 19, 23, 26, 29, 32, 33, 34, 37, 40, 41, 42, 44, 47, 51, 53, 55, 59	SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36-37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86, 93, 108, 121						
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;				SB: 12, 26 TG: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34, 35, 38, 39, 43, 44, 47, 51, 54, 55, 57	SB: 10 TG: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SB: 12, 88 TG: 17, 20, 22, 26, 29, 30, 36-37, 38, 41, 42	SB: 10, 46 TG: 15-16, 17, 21, 23, 24-25, 26, 29, 49-50, 47, 51, 57
(C) complete analogies that describe part to whole or whole to part;	SB: footnotes on 48, 58, 70, 86, 89, 93, 108, 121 TG: 19, 48						

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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							
(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, 28, 38, 49	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60					
(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:			SB: 50 TG: 15-16, 18,19, 20, 22, 23, 24-25, 27-28, 30, 31, 32, 34, 38-39, 41, 52, 53, 54, 58, 63	SB: 110 TG: 18, 28, 36-37, 39, 42, 45-46, 49-50, 52, 54, 56, 58, 60	TG: 30, 31, 35-36, 46-47, 53	SB: 42, 116 TG: 22, 24-25, 30, 32, 35, 42, 46-47, 53, 56	SB: 46, 110 TG: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) describe multiple themes in a work of fiction;	SB: 3, 8-9 TG: 12	TG: 36-37, 46, 49-50	SB: 50, 112 TG: 15-16, 19, 22, 24-25, 27-28, 31, 34, 42, 45-46, 52, 55, 57, 58				
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	TG: 30, 39					TG: 30, 42	
(C) analyze how place and time influence the theme or message of a literary work.	TG: 43	TG: 36-37, 46, 49-50			TG: 22		TG: 33, 41, 44, 50
(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: 31, 33, 40, 53	TG: 19, 22, 29, 54, 56	TG: 12, 19, 22, 32, 35, 42, 53, 55	SB: 24, 55, 84, 102, 126 TG: 12, 18, 28, 40, 43, 54	SB: 23, 68 TG: 12, 20, 23, 31-32, 52	SB: 33, 44, 54, 63, 134 TG: 12, 21, 30, 31, 33, 56	SB: 32, 45, 73, 109, 125 TG: 21, 23, 34, 44, 53

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.	TG: 18, 41					SB: 70-87 TG: 35, 46	
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SB: 112 TG: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SB: 110 TG: 18, 27, 28, 29, 36, 37, 42, 43, 44, 45-46, 49-50, 52, 54, 55, 56, 58, 60		SB: 42, 88, 116 TG: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34, 36-37, 39-40, 42, 46-47, 53, 56, 57, 61	SB: 46, 74 TG: 18, 21, 22, 23, 24-25, 27-28, 31, 33, 34, 35-36, 38-39, 41, 43, 44, 53, 54
(A) explain the influence of the setting on plot development;	TG: 18, 32		TG: 15-16, 20, 22, 27-28	SB: 110 TG: 17, 18, 20, 29, 32, 36-37, 41, 42, 45-46, 53, 58			TG: 18, 22, 27-28, 38-39, 52, 56
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	TG: 18	TG: 18, 19, 20, 21, 29, 32, 33-34, 40, 41, 42, 52, 53, 54, 55	TG: 15-16, 18, 20, 22, 23, 27-28, 30, 41, 43, 53			TG: 15-16, 18, 27-28, 33, 34, 44, 57	TG: 18, 22, 27-28, 38-39, 52, 56
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TG: 31, 39	TG: 19, 29, 40	TG: 31, 52	TG: 19, 40, 43, 55, 56		TG: 32, 35	TG: 18, 19, 21, 22
(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: 19, 20, 22, 26-27, 29, 36-37	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	SB: 50 TG: 24-25, 60, 63	TG: 14-15, 36-37, 49-50, 58, 60		SB: 54 TG: 31, 39-40, 46-47, 61	TG: 24, 48, 55, 134

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 17, 25, 28, 35, 38, 40, 45, 49, 53, 54	TG: 15-16, 17, 20, 21, 22, 23-24, 25, 28, 30, 32, 35, 38, 42, 47, 51, 52, 56, 57	TG: 20, 45-46, 49-50, 60, 61-62	SB: 64-65 TG: 31			TG: 34, 53, 54
(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: 23-24, 33-34, 36-37, 43-44, 47-48, 60	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	TG: 21,56	TG: 14-15, 36-37, 49-50, 58, 60	SB: 38 TG: 15-16, 24-25, 26-27, 38, 39, 49, 53	SB: 88, 116 TG: 36-37, 46-47, 55	TG: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SG: 50 TG: 15-16, 21, 24-25,27-28, 38-39, 43, 52, 63	TG: 14-15, 36-37, 49-50, 58, 60	SB: 38 TG: 15-16, 24-25, 26-27, 38, 39, 49, 53	SB: 116 TG: 23, 27-28, 31, 39-40, 46-47, 55, 61	SB: 46 TG: 24-25, 27-28, 30, 38-39, 42, 55
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;		TG: 36-37, 49-50	SB: 50 TG: 21, 24-25, 52, 63	TG: 31, 49-50, 58, 60	TG: 21, 38, 49, 53	SB: 116 TG: 45, 46-47	SB: 46 TG: 24-25, 27-28, 38-39
(B) distinguish factual claims from commonplace assertions and opinions;	TG: 22, 23, 29, 50	TG: 31, 43	TG: 60, 63		TG: 49	SB: 116 TG: 45, 46-47	SB: 110 TG: 42, 45-46
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TG: 42		TG: 21, 56	TG: 30	TG: 49	TG: 19, 23, 43, 45	TG: 19
(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: 41, 58-59	TG: 23, 33, 45	TG: 60, 63		TG: 39	TG: 45, 59, 61	TG: 32

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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:					TG: 39		SB: 86 TG: 42
(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							SB: 86 TG: 42
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.				TG: 41	TG: 39		SB: 86 TG: 42
(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:					TG: 39		
(A) interpret both explicit and implicit messages in various forms of media;	TG: 41						
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;					TG: 39		
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(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: 24, 34; 44	TG: 24-25, 33-34, 45-46, 58, 59, 61, 62-64	TG: 11, 35-36, 48, 60-62, 65-67	TG: 58, 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(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: 59	TG: 24-25, 33-34, 45-46, 60-61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64, 65-67	TG: 58, 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(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: 59	TG: 24-25, 33-34, 45-46, 60-61	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 59	TG: 62	TG: 61-62, 65-67	TG: 59, 62-64	TG: 52, 55-57	TG: 59, 60, 63-65	SB: 46, 110 TG: 24-25, 45-46, 62
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(A) write an imaginative story that:		TG: 20, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(i) sustains reader interest;	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(ii) includes well-paced action and an engaging story line;	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(iii) creates a specific, believable setting through the use of sensory details;	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(iv) develops interesting characters; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(v) uses a range of literary strategies and devices to enhance the style and tone; and	TG: 51		SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(B) write a poem using:		TG: 32	TG: 22	SB: 55, 87 TG: 28, 41, 59	TG: 31, 52	TG: 55, 59, 60	
(i) poetic techniques (e.g., rhyme scheme, meter);				SB: 55, 87 TG: 28, 41, 59			
(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: 55	TG: 20, 21, 32, 40, 43, 44, 59	SB: 112 TG: 20, 45-46, 49-50, 60, 61-62	TG: 28, 32, 39, 41, 58, 59	TG: 30, 41, 52	SB: 42, 88 TG: 16, 18, 22, 24-25, 32, 33, 36-37	TG: 34, 53, 54
(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: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(A) write a multi-paragraph essay to convey information about a topic that:		SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45-46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(i) presents effective introductions and concluding paragraphs;	TG: 33-34, 58-59	SB: 46, 81, 112 TG: 21-23-24, 29, 33-34, 45-46, 58, 59, 61	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(ii) contains a clearly stated purpose or controlling idea;	TG: 33-34, 58-59		SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 33-34, 58-59		SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(iv) accurately synthesizes ideas from several sources; and	TG: 33-34, 58-59		TG: 61-62	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;			SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	SB: 44, 76, 110 TG: 19, 21-22, 33-34, 45-46, 58, 59, 60	SB: 38, 72, 118 TG: 24-25, 31, 32-33, 42-43, 51, 52, 54	TG: 21, 59, 60	SB: 74 TG: 35-36, 41, 42, 60, 61
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;			TG: 62	TG: 59			
(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: 55, 58	TG: 52, 56	SB: 50, 86, 112 TG: 11, 12, 24-25, 35-36, 45-46, 48	SB: 44, 76, 110 TG: 21-22, 33-34, 45-46, 58, 59, 60, 61		SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 24-25, 45-46, 60-61
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 57	TG: 58, 59	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	TG: 59	TG: 51, 52	TG: 59, 60	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: 45-46, 59	TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(A) establishes a clear thesis or position;	TG: 23-24, 55-56				TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36

**Literature and Thought
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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG: 23-24, 55-56		TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 23-24, 55-56		TG: 61-62	TG: 58, 61	TG: 39, 51, 52	SB: 116 TG: 19, 46-47, 59, 62	SB: 74 TG: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SB: 50, 86 TG: 24-25, 35-36, 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and			TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	TG: 50, 51, 59, 60, 62, 63-65	TG: 58, 59
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 23-24, 55-56		TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 58, 59
(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: 30, 58, 59	TG: 60, 61-62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;			SB: 50, 86 TG: 21-25, 35-36, 60, 61-62	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(B) categorize information thematically in order to see the larger constructs inherent in the information;			SB: 50, 86 TG: 21-25, 35-36, 60, 61-62	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.			TG: 60, 61, 62, 64	TG: 58, 59	SB: 38 TG: 24, 25, 51, 52	SB: 116 TG: 46-47, 59, 60, 62, 63-65	TG: 62

Literature and Thought
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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30; 58; 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and			SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(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: 30; 58; 59	TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;			TE: 49-40, 60, 61-62, 64	TE: 58, 59, 62-64	SE: 38 TE: 24, 25, 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) presents the findings in a meaningful format; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	TE: 59, 60	TE: 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.			TE: 60, 61-62, 64		SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.19. English Language Arts and Reading, Grade 7, Beginning with School Year 2009-2010.							
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and			TE: 36	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53		TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).			TE: 55	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(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: 56		TE: 61-62, 63	TE: 58, 59, 60		TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61, 62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60		TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68-69.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 65.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86; 93; 108; 121						
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;				SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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:12 TG: 17, 28; 38; 49						

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(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, 28; 38; 49	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60					
(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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) analyze literary works that share similar themes across cultures;	TG: 33, 43		SE: 50, 112 TE: 15-16,19,22, 24-25,27-28,31, 34,42,45-46,52, 55,57,58	X	SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 42	
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	TG: 30, 33, 39					TE: 30, 42	
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TG: 33; 43	TG: 36-37; 46; 49-50	TE: 15-16, 20, 22, 27-28				TE: 33, 41, 44, 50
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56	TE: 12,19,22,32, 35,42,53,55	SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(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:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;		TG: 18, 19, 20, 21, 29, 32; 33-34; 40; 41; 42; 52; 53; 54; 55	TE: 45				
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 18	TG: 23; 33; 45	TE: 15-16, 18, 20, 22, 23, 27-28, 30, 41, 43, 53			TE: 15-16,18, 27-28,33,34,44,57	TE: 18, 22, 27-28, 38-39, 52, 56
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TG: 31; 39		TE: 31,52	TE: 19, 40, 43, 55, 56		TE: 32, 35	TE: 18, 19, 21, 22
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(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: 17; 25; 28; 35; 38; 40; 45; 49; 53; 54	TG: 15-16; 17; 20; 21; 22; 23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57	TE: 20,45-46, 49-50, 60,61-62	SE: 64-65 TE: 31			TE: 34, 53, 54
(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: 23–24, 33–34, 36-37, 43–44, 47–48, 60	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21, 56	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SE: 50 TE: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 19; 21; 22; 23	TG: 36-37; 49-50	SE: 50 TE: 21, 24-25, 52, 63	TE: 31, 49-50, 58, 60	TE: 21, 38, 49, 53	SE: 116 TE: 45, 46-47	SE: 46 TE: 24-25, 27-28, 38-39
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 22; 23; 29; 50	TG: 31; 43	TE: 60,63		TE: 49	SE: 116 TE: 45, 46-47	SE: 110 TE: 42, 45-46
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TG: 19, 21, 29, 42, 50,		TE: 21,56	TE: 30	TE: 49	TE: 19, 23, 43, 45	TE: 19
(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: 41; 58-59	TG: 23; 33; 45	TE: 60,63		TE: 39	TE: 45, 59, 61	TE: 32

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(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:					TE: 39		SE: 86 TE: 42
(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							SE: 86 TE: 42
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.				TE: 41	TE: 39		SE: 86 TE: 42
(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						
(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:					TE: 39		
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;					TE: 39		
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 11,35-36, 48, 60-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(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: 59	TG: 24-25; 33-34; 45-46; 60-61	SE: 50,86 TE: 24-25, 35-36, 60,61-62, 64, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(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: 59	TG: 24-25; 33-34; 45-46; 60-61	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 59	TG: 62	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 59	TG: 62	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 62
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(A) write an imaginative story that:		TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(i) sustains reader interest;	TG: 51		SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(ii) includes well-paced action and an engaging story line;	TG: 51		SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iii) creates a specific, believable setting through the use of sensory details;	TG: 51		SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(iv) develops interesting characters; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(v) uses a range of literary strategies and devices to enhance the style and tone; and	TG: 51		SE: 112 TE: 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem using:		TG: 32	TE: 22	SE: 55, 87 TE: 28, 41, 59	TE: 31, 52	TE: 55, 59, 60	
(i) poetic techniques (e.g., rhyme scheme, meter);				SE: 55, 87 TE: 28, 41, 59			
(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: 55	TG: 20; 21; 32; 40; 43; 44; 59	SE: 112 TE; 20, 45-46, 49-50, 60, 61- 62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 16,18,22, 24- 25, 32,33,36-37	TE: 34, 53, 54
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write a multi-paragraph essay to convey information about a topic that:		SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

**Literature and Thought
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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(i) presents effective introductions and concluding paragraphs;	TG: 33-34; 58-59	SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) contains a clearly stated purpose or controlling idea;	TG: 33-34; 58-59		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 33-34; 58-59		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) accurately synthesizes ideas from several sources; and	TG: 33-34; 58-59		TE: 61-62	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21, 22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;			TE: 62	TE: 59			
(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: 55; 58	TG: 52; 56	SE: 50, 86, 112 TE: 11,12,24-25, 35-36, 45-46, 48	SE: 44, 76, 110 TE: 21-22, 33-34, 45-46, 58, 59, 60, 61		SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 24-25, 45-46, 60-6

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 57	TG: 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 59	TE: 51, 52	TE: 59,60	TE: 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:			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) establishes a clear thesis or position;	TG: 23-24; 55-56				TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG: 23-24; 55-56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG: 23-24; 55-56		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(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: 30, 58, 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;			SE: 50, 86 TE: 21-25, 35-36, 60, 61-62	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(B) categorize information thematically in order to see the larger constructs inherent in the information;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and			TE: 60, 61, 62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.			TE: 60, 61, 62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and			SE: 50,86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 62
(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: 30, 58, 59	TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 62
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TG: 23-24; 55-56		TE: 49-40, 60, 61-62, 64	TE: 58, 59, 62-64	SE: 38 TE: 24, 25, 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) presents the findings in a meaningful format; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 59	TE: 51, 52	TE: 59,60	TE: 58
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.			TE: 60, 61-62, 64		SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 62
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and			TE: 36	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	X	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.			TE: 55	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(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: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010							
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 56, 58, 60, 61, 62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SB: p. 12 TG: 25, 35, 40, 45, 49, 53, 54			SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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	SE: 12 TG: 17, 28; 38; 49						
(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: 12 TG: 17, 28; 38; 49	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57					

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) analyze how the genre of texts with similar themes shapes meaning;	TG: 30, 39	TG: 36-37; 46; 49-50	SE: 50, 112 TE: 15-16,19,22, 24-25,27-28,31, 34,42,45-46,52, 55,57,58		SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and						TE: 30, 57	TE: 49, 50
(C) relate the figurative language of a literary work to its historical and cultural setting.	TG: 40, 53	TG: 36-37; 46; 49-50					
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, 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 explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;			TE: 33, 57	TE: 53		SE: 116 TE: 46-47	TE: 33, 44, 57
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;		TG: 23; 33; 45	TE: 15-16, 20, 22, 23, 27-28, 43			TE: 18, 20, 30, 34, 35, 42, 53, 57	TE: 18, 22, 27-28, 38-39, 52, 56
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	TG: 31; 39		TE: 21				
(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.							

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16; 17; 20; 21; 22;23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54
(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: 17; 25; 28; 35; 38; 40; 45; 49; 53; 54	TG:15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SE: 50 TE: 15-16, 21, 24-25,27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(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: 36-37; 49-50			TE: 21, 38, 49, 53		

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	TG: 22; 23, 29, 50	TG: 31; 43	SE 86 TE: 35-36, 43			TE: 39-40, 50-51, 54, 59	SE: 110 TE: 42, 45-46
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TG: 19, 21, 29, 42, 50,		TE: 21,56		TE: 21	TE: 19, 23, 43, 45	TE: 33
(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: 41; 58-59	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
(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:					TE: 39		SE: 86 TE: 42
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	TG: 22; 23, 29, 50						SE: 86 TE: 42
(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:					TE: 39		
(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;					TE: 39		
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	TG: 41						
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(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: 60	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(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: 60	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 60	TG: 63	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 60	TG: 63	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 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:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(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: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(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: 32		SE: 55, 87 TE: 28, 41, 59			

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63. 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SE: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) a controlling idea or thesis;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) an organizing structure appropriate to purpose, audience, and context; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant information and valid inferences;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(i) organized and accurately conveyed information; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) reader-friendly formatting techniques;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(i) extends beyond a summary and literal analysis;			TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and			TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(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: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59, 60	TE: 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:			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SE :50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	SE :50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) counter-arguments based on evidence to anticipate and address objections;			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) an organizing structure appropriate to the purpose, audience, and context; and			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(E) an analysis of the relative value of specific data, facts, and ideas.			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(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: 30, 58, 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30, 58, 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 63
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 62, 63-65	TE: 63
(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: 30, 58, 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(A) marshals evidence in support of a clear thesis statement and related claims;	TG: 23-24; 55-56			TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	TG: 23-24; 55-56		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) uses graphics and illustrations to help explain concepts where appropriate;	TG: 23-24; 55-56		TE: 61-62	TE: 59	TE: 51, 52	TE: 59-60	TE: 58, 59

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and			TE: 65-67	TE: 62-64	TE: 56	TE: 63-65	TE: 62- 64
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52		TE: 63
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and			TE: 18, 60, 61-62, 63	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53		TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) evaluate the effectiveness of a speaker's main and supporting ideas.			TE: 61-62	TE: 44, 55, 58, 59, 60	TE: 52, 53	TE: 44, 54, 60, 61	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 56		TE: 61-62. 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010							
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	SB: p. 12 TG: 25, 35, 40, 45, 49, 53, 54			SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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: 12 TG: 17, 28; 38; 49	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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(A) compare and contrast differences in similar themes expressed in different time periods;	TG: 33; 43	SE: 12 TG: 15-16, 17, 25, 28, 35, 38, 47, 51, 57			SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	TE: 49, 50
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and	TG: 30; 39					TE: 30, 57	TE: 49, 50
(C) relate the figurative language of a literary work to its historical and cultural setting.							
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(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.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;			SE: 50, 112 TE: 15-16, 19, 22, 24-25, 27-28, 31, 34, 42, 45-46, 52, 55, 57, 58				
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	TG: 18; 20; 31; 32; 39; 41	TG: 21; 30; 32; 40; 41; 52; 54; 55					TE: 18, 22, 27-28, 38-39, 52, 56
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16, 26-27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16; 17; 20; 21; 22;23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54
(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: 18; 19; 20; 21; 22; 29; 50	TG:15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(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:			SE: 50 TE: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;		TG: 36-37; 49-50			TE: 21, 38, 49, 53		
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;		TG: 31; 43	SE 86 TE: 35-36, 43			TE: 39-40, 50-51, 54, 59	SE: 110 TE: 42, 45-46
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	TG: 19, 21, 29, 42, 50				TE: 21	TE: 19, 23, 43, 45	TE: 33
(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: 41; 58-59	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
(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:					TE: 39		SE: 86 TE: 42
(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: 29; 34					SE: 86 TE: 42
(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) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	SE: 10-11						

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, 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:					TE: 39		
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;					TE: 39		
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(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: 60	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 60	TG: 63	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 60	TG: 63	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 63

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(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: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(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: 32		SE: 55, 87 TE: 28, 41, 59			
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SE: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(iii) a thesis or controlling idea;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) an organizing structure appropriate to purpose, audience, and context;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant evidence and well-chosen details; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:							
(i) organized and accurately conveyed information;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) reader-friendly formatting techniques; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(i) extends beyond a summary and literal analysis;			TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(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: 57	TG: 58; 59	TE: 61-62		TE: 51,52		TE: 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: 30, 58, 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SE: 50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(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);	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(C) counter-arguments based on evidence to anticipate and address objections;			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) an organizing structure appropriate to the purpose, audience, and context;			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(E) an analysis of the relative value of specific data, facts, and ideas; and			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).				TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30; 58; 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(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: 30; 58; 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 63
(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 63

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010							
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 62, 63-65	TE: 63
(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: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 63
(A) marshals evidence in support of a clear thesis statement and related claims;	TG: 23-24; 55-56			TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	TG: 23-24; 55-56		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(C) uses graphics and illustrations to help explain concepts where appropriate;	TG: 23-24; 55-56		TE: 61-62	TE: 59	TE: 51, 52	TE: 59, 60	TE: 58, 59
(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	TG: 23-24; 55-56		TE: 65-67	TE: 62-64	TE: 56	TE: 63-65	TE: 62- 64
(E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials.			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52		TE: 63

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§110.32. English Language Arts and Reading, English II, 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:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and			TE: 18, 60, 61-62, 63	TE: 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53		TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.			TE: 61-62	TE: 44, 55, 58, 59, 60	TE: 52, 53	TE: 44, 54, 60, 61	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to 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: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	SB: p. 12 TG: 25, 35, 40, 45, 49, 53, 54			SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57		SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 12 TG: 17, 28; 38; 49	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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 58	TG: 19; 22; 29; 54; 56					
(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	TG: 30; 39					TE: 33	TE: 49, 50
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 23; 35; 46						
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(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.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(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: 29; 30; 40; 53	TG: 21; 30; 32; 40; 41; 52; 54; 55	SE: 50, 112 TE: 15-16, 19, 22, 24-25, 27-28, 31, 34, 42, 45-46, 52, 55, 57, 58			TE: 44, 57	
(B) analyze the internal and external development of characters through a range of literary devices;			TE: 15-16, 20, 22, 23, 27-28, 43			TE: 44, 57	TE: 18, 27-28, 38-39, 52, 56
(D) demonstrate familiarity with works by authors in American fiction from each major literary period.							TE: 49, 50
(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: 19; 20; 22; 26-27; 29; 36-37	15-16, 26-27, 31, 36-37, 49, 50, 58, 60	SE: 50 TE: 24-25, 60, 63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16; 17; 20; 21; 22; 23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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: 18; 19; 20; 21; 22; 29; 50	15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SE: 50 TE: 15-16, 21, 24-25, 27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55
(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: 36-37; 49-50			TE: 21, 38, 49, 53		SE: 46 TE: 24-25, 27-28, 38-39
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and					TE: 21	TE: 19, 23, 43, 45	TE: 33
(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: 58	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
(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:					TE: 39		SE: 86 TE: 42
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and							SE: 86 TE: 42

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:					TE: 39		
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34; 44	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 61	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(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: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59		SE: 42, 88 TE: 18,22,24- 25, 32, 33, 36- 37	TE: 34, 53, 54
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 32		TE: 28, 32, 39, 41, 58, 59			
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SB: 46; 81 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SB: 46; 81; TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35- 36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24- 25,31,32-33, 42- 43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(iii) a clear thesis statement or controlling idea;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iv) a clear organizational schema for conveying ideas;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant and substantial evidence and well-chosen details; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54		
(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:							
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) appropriate formatting structures (e.g., headings, graphics, white space);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(iv) accurate technical information in accessible language; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(v) appropriate organizational structures supported by facts and details (documented if appropriate);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretation of an expository or a literary text that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(i) advances a clear thesis statement;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(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: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59, 60	TE: 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: 30; 58; 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(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;	SE: 50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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	LITERARY THEMES						
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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(C) an organizing structure appropriate to the purpose, audience, and context;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) information on the complete range of relevant perspectives;	SE: 50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and							
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30; 58; 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(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: 30; 58; 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 63-65	TE: 64
(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: 30; 58; 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TG: 23-24; 55-56		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59		SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010							
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;				TE; 58, 59			TE: 58, 59
(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;				TE; 58, 59			TE: 58, 59
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and			TE: 60, 61-62, 64	TE; 58, 59	TE: 51, 52		TE: 64
(E) is of sufficient length and complexity to address the topic.			TE: 61-62; 65-67	TE; 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59, 64
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.			TE: 61-62	TE: 44, 55, 58, 59, 60	TE: 52, 53	TE: 44, 54, 60, 61	

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	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.33. English Language Arts and Reading, English III, 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 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: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62

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	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§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:			SE: 12 TE: 17,18,19,23, 26,29,32,33,34, 37, 40,41,42,44,47, 51, 53,55,59	SE: 12, 26 TE: 14-15, 16, 18, 23, 26, 28, 29, 32, 33-34,35,38,39, 43, 44,47,51,54, 55, 57	SB: 10 TE: 18, 26, 28, 30, 34, 37, 40, 41, 44, 48, 50	SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(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: footnotes on 86; 93; 108; 121						
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;						SE: 12, 88 TE: 17,20,22,26, 29,30,36-37, 38, 41, 42	SE: 10, 46 TE: 15-16, 17, 21, 23,24-25, 26, 29, 49-0, 47, 51, 57
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 12 TG: 17, 28; 38; 49	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:			SE: 50 TE: 15-16, 18,19, 20, 22,23,24-25, 27-28,30,31,32, 34,38-39,41,52, 53,54,58,63	SE: 110 TE: 18,28,36-37, 39,42,45-46, 49-50, 52,54,56,58,60	TE: 30, 31, 35-36, 46-47, 53	SE: 42, 116 TE: 22,24-25, 30, 32,35,42,46-47, 53, 56	SE: 46, 110 TE: 18, 21, 24-25, 27-28, 39-39, 41, 45-46, 49-50, 54
(A) compare and contrast works of literature that express a universal theme;	TG: 18; 20; 30; 39; 41	TG: 23; 33; 45			SE: 38 TE: 24-25, 31, 46-47, 51, 53, 54	TE: 30, 57	

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§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and						TE: 33	
(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: 31; 33; 40; 53	TG: 19; 22; 29; 54; 56		SE: 24, 55, 84, 102, 126 TE: 12, 18, 28, 40, 43, 54	SB: 23, 68 TE: 12, 20, 23, 31-32, 52	SE: 33, 44, 54, 63, 134 TE: 12, 21, 30, 31, 33, 56	SE: 32, 45, 73, 109, 125 TE: 21, 23, 34, 44, 53
(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.	TG: 18, 41					SE: 70-87 TE: 35, 46	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:			SE: 112 TE: 15-16, 20, 22, 27-28, 32, 42, 45-46, 55	SE: 110 TE: 18, 27, 28, 29, 36,37, 42, 43,44, 45-46,49-50, 52, 54, 55, 56, 58, 60		SE: 42, 88, 116 TE: 18, 20, 21, 22, 24-25, 27-28, 30, 32, 33, 34,36-37, 39-40,42,46-47, 53, 56,57,61	SE: 46, 74 TE: 18, 21, 22,23, 24-25, 27-28, 31, 33,34, 35-36, 38-39, 41,43, 44,53, 54
(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;			TE: 33, 57	TE: 53		SE: 116 TE: 46-47	TE: 33, 44, 57
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;	TG: 18; 20; 30; 39; 41	TG: 21; 30; 32; 40; 41; 52; 54; 55				TE: 44, 57	

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(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	TG: 19; 20; 22; 26-27; 29; 36-37	15-16, 26-27, 31, 36-37, 49-50, 58, 60	SE: 50 TE: 24-25, 60,63	TE: 14-15, 36-37, 49-50, 58, 60		SE: 54 TE: 31, 39-40, 46-47, 61	TE: 24, 48, 55, 134
(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: 19; 20; 22; 26-27; 29; 36-37	TG: 15-16; 17; 20; 21; 22;23-24; 25; 28; 30; 32; 35; 38; 38; 42; 47; 51; 52; 56; 57					TE: 34, 53, 54
(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: 18; 19; 20; 21; 22; 29; 50	15-16, 26-27, 31, 36-37, 49-50, 58, 60	TE: 21	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	TE: 88, 116 TE: 36-37, 46-47, 55	TE: 24-25, 27-28, 30, 38-39, 42, 55
(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:			SE: 50 TE: 15-16, 21, 24-25,27-28, 38-39, 43, 52, 63	TE: 14-15, 36-37, 49-50, 58, 60	SE: 38 TE: 15-16, 24-25, 26-27, 38, 39, 49, 53	SE: 116 TE: 23, 27-28, 31, 39-40, 46-47, 55, 61	SE: 46 TE: 24-25, 27-28, 30, 38-39, 42, 55

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(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: 36-37; 49-50			TE: 21, 38, 49, 53		SE: 46 TE: 24-25, 27-28, 38-39
(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;		TG: 29					
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and					TE: 21	TE: 19, 23, 43, 45	TE: 33
(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: 58	TG: 23; 33; 45	TE: 49-50			TE: 45, 59, 61	
(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:					TE: 39		SE: 86 TE: 42
(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							SE: 86 TE: 42
(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.							SE: 86 TE: 42
(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:					TE: 39		

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§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34	TG: 24-25; 33-34; 45-46; 58; 59; 61; 62-64	TE: 61-62	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 24, 34	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(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: 61	TG: 24-25; 33-34; 45-46; 60-61		TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 61	TG: 64	TE: 61-62, 65-67	TE: 59, 62-64	TE: 52, 55-57	TE: 59, 60, 63-65	SE: 46, 110 TE: 24-25, 45-46, 64
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59	TE: 30, 41, 52	SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54

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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: 51	TG: 20; 32; 40; 43; 44; 59	SE: 112 TE: 20,45-46, 49-50, 60,61-62	TE: 28, 32, 39, 41, 58, 59		SE: 42, 88 TE: 18,22,24-25, 32, 33, 36-37	TE: 34, 53, 54
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 32		SE: 55, 87 TE: 28, 41, 59			
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(A) write an analytical essay of sufficient length that includes:		SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	TE: 63, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(i) effective introductory and concluding paragraphs and a variety of sentence structures;		SB: 46; 81; 112 TG: 21-23-24; 33-34; 45-46; 58; 59; 61	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(ii) rhetorical devices, and transitions between paragraphs;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(iii) a clear thesis statement or controlling idea;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61

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(iv) a clear organizational schema for conveying ideas;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(v) relevant and substantial evidence and well-chosen details;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54	TE: 21, 59, 60	SE: 74 TE: 35-36, 41, 42, 60, 61
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54		
(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60	SE: 38, 72, 118 TE: 24-25,31,32-33, 42-43, 51, 52, 54		
(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:							
(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(ii) appropriate formatting structures (e.g., headings, graphics, white space);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(iv) accurate technical information in accessible language; and				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			

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(v) appropriate organizational structures supported by facts and details (documented if appropriate);				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			
(C) write an interpretation of an expository or a literary text that:		TG: 52; 56	TE: 49-50, 60, 61-62, 64	SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(i) advances a clear thesis statement;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;				SE: 44, 76, 110 TE: 19, 21-22, 33-34, 45-46, 58, 59, 60			TE: 24-25, 45-46, 60-61
(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: 57	TG: 58; 59	TE: 61-62		TE: 51, 52	TE: 59, 60	TE: 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: 30, 58, 59	TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	SE :50 TG: 23-24			TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	SE :50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36

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(C) an organizing structure appropriate to the purpose, audience, and context;	SE :50 TG: 23-24		TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(D) information on the complete range of relevant perspectives;			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;							
(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and			TE: 61-62	TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.				TE: 58, 61	TE: 39, 51, 52	SE: 116 TE: 19, 46-47, 59, 62	SE: 74 TE: 35-36
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		TG: 30, 58, 59	SE: 50,86 TE: 24-25, 35-36, 60, 61-62, 64	TE: 58, 61	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	TG: 23-24; 55-56		TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(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: 30, 58, 59	TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59

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(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and			TE: 60, 61-62, 64	TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.				TE: 58, 59	SE: 38 TE: 24, 25, 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:		TG: 30, 58, 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) modify the major research question as necessary to refocus the research plan;			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 63-65	TE: 58, 59
(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and			SE: 50, 86 TE: 24-25, 35-36, 60, 61-62	TE: 58, 59	TE: 51, 52	TE: 50, 51, 59, 60, 62, 63-65	TE: 58, 59
(C) critique the research process at each step to implement changes as the need occurs and is identified.			TE: 61-62, 65-67	TE: 58, 59		TE: 50, 51, 59, 60, 63-65	TE: 64
(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: 30, 58, 59	SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 59	TE: 51, 52	SE: 116 TE: 46-47, 59, 60, 62, 63-65	TE: 58, 59, 64
(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	TG: 23-24; 55-56		SE: 50, 86 TE: 24-25, 35-36, 60, 61-62, 64, 65-67	TE: 58, 59		SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 58, 59
(B) uses a variety of formats and rhetorical strategies to argue for the thesis;				TE: 58, 59			TE: 58, 59

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(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;				TE: 58, 59			TE: 58, 59
(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and			TE: 60, 61-62, 64	TE: 58, 59	TE: 51, 52		TE: 64
(E) is of sufficient length and complexity to address the topic.	TG: 23-24; 55-56		TE: 61-62, 65-67	TE: 58, 59	TE: 51, 52	SE: 42, 116 TE: 24-25, 46-47, 50-51, 59, 60, 62, 63-65	TE: 64
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and			TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19, 22, 21, 22, 23, 32, 34, 35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62
(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.			TE: 61-62	TE: 44, 55, 58, 59, 60	TE: 52, 53	TE: 44, 54, 60, 61	
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to 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: 56		TE: 61-62, 63	TE: 58, 59, 60	TE: 30, 51, 52, 53	TE: 44, 54, 60, 61, 63-65	TE: 58, 59, 62

**Literature and Thought
English IV TEKS Correlation**

	LITERARY THEMES						
	And Justice for All	Best of Friends	Decisions, Decisions	Family Matters	On the Edge of Survival	To Be a Hero	Who Am I?
§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010							
(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: 46	TG: 18; 22; 31	TE: 18, 20, 22, 23, 30, 33, 34, 42, 43, 54, 56, 58, 60, 61-62, 63	TE: 17, 18, 41, 42, 44, 52, 55, 56, 58, 59, 60	TE: 19, 20, 21, 29, 30, 49, 51, 53	TE: 19,22,21,22, 23,32,34,35, 43, 44, 45, 54, 55, 56, 60, 61	TE: 20, 21, 22, 30, 31, 33, 42, 43, 55, 56, 62