

Literature and Thought
English I 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?
§110.31. 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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(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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(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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(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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(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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(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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(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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(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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(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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(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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(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

**Literature and Thought
English I 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?
§110.31. 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