

Literature and Thought
English II 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?
§110.32. 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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§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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(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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§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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(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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(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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(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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(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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(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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(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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English II 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?
§110.32. 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