

TEKS CORRELATION

§110.31. English Language Arts and Reading, English I

<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>SB: Ch. 1 (pp. 6–14), Ch. 2 (pp. 15–33), Ch. 3 (pp. 34–48), Ch. 4 (pp. 49–69), Ch. 5 (pp. 70–85), Ch. 6 (pp. 86–97), TG: pp. 9–20, 22–32, 34–46, 48–58, 60–66 IWL: Corresponding with pages from Chapters 1–6 above.</p>
<p>(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;</p>	<p>SB: Ch. 2 (pp. 15–17) Ch. 3 (pp. 34–35, 40) Ch. 4 (pp. 49–50) Ch. 5 (p. 78) TG: pp. 12–15, 24–27, 37–39, 50, 62 IWL: Corresponding with pages above.</p>
<p>(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;</p>	<p>SB: Ch. 1 (pp. 9–10) Ch. 2 (pp. 25–27) Ch. 3 (pp. 40–43) Ch. 4 (pp. 63–65) Ch. 5 (pp. 77–81) Ch. 6 (pp. 88, 90) TG: pp. 12–15, 24–27, 37–40, 50–53, 62 IWL: Corresponding with the pages above</p>
<p>(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;</p>	<p>SB: Ch. 2 (pp. 30–31) Ch. 3 (pp. 44–46) Ch. 4 (pp. 66–67) Ch. 5 (pp. 82–83) Ch. 6 (p. 95) TG: pp. 16–19, 28–31, 41–45, 54–57 IWL: Corresponding with pages above</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>SB: Ch. 1 (p. 14) Ch. 2 (pp. 31–32) Ch. 3 (p. 47) Ch. 4 (p. 68) Ch. 5 (p. 96) TG: pp. 16, 19, 28–29, 32, 43–44, 47, 53–54, 57 TG: pp. 16–19, 28–31, 41–45, 54–57 IWL: Corresponding with pages above</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>SB: p. 23, 46, 58</p>
<p>(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:</p>	<p>SB: Ch. 5 (pp. 68–83) TG: pp. 60–66 IWL: Corresponding to the pages above</p>

Guide to Abbreviations: **SB** = student book; **TG** = teacher guide; **IWL** = interactive whiteboard lessons;
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<p>(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;</p> <p>(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</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p>SB: Ch. 6 (pp. 86–97) TG: pp. 60–66 IWL: WC_6.1A_PointofView WC_6.4A_PreciseWords; WC_6.6A_AnalyzePrompt; WC_6.6E_VaguePronouns; WC_6.7A_Checklist; WC_6.7A_PromptADraft; WC_6.7A_PromptAFinal</p>
<p>(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:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences; 	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 22–32 IWL: WC_3.1A_PreciseThesis; WC_3.2A_EvaluteDetails; WC_3.4A_AnalyzePrompt; WC_3.4E_AnalyzeOutline; WC_3.5A_Checklist; WC_3.5A_PromptADraft; WC_3.5A_PromptAModel</p>
<p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques; 	
<p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; and 	<p>SB: Ch. 5 (pp. 68–83) TG: pp. 60–66 IWL: Corresponding to the pages above</p>
<p>(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.</p>	<p>SB: 102–103</p>

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§110.31. English Language Arts and Reading, English I

<p>(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:</p>	<p>SB: Ch. 2 (pp. 15–33) TG: pp. 9–20 IWL: WC_2.1A_IdentifyClaims; WC_2.1B_PreciseClaims; WC_2.2B_SupportClaims; WC_2.3B_Counterclaims; WC_2.5C_AnalyzeOutline; WC_2.6A_Checklist; WC_2.6A_PromptADraft; WC_2.6A_PromptAFinal</p>
<p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>	<p>SB: Ch. 2 (pp. 15–17) TG: pp. 9–12 IWL: WC_2.1A_IdentifyClaims; WC_2.1B_PreciseClaims;</p>
<p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;</p>	<p>SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–12 IWL: WC_2.2B_SupportClaims</p>
<p>(C) counter-arguments based on evidence to anticipate and address objections;</p>	<p>SB: Ch. 2 (p. 20) TG: pp. 9–12 IWL: WC_2.3B_Counterclaims</p>
<p>(D) an organizing structure appropriate to the purpose, audience, and context; and</p>	<p>SB: Ch 2 (p. 25–28) TG: pp. 12–15 IWL: WC_2.5C_AnalyzeOutline</p>
<p>(E) an analysis of the relative value of specific data, facts, and ideas.</p>	<p>SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–12 IWL: WC_2.2B_SupportClaims</p>
<p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);</p> <p>(ii) restrictive and nonrestrictive relative clauses; and</p> <p>(iii) reciprocal pronouns (e.g., each other, one another);</p> <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>SB: Ch. 1 (p. 14) Ch. 4 (pp. 66–67) Ch. 5 (84–85) Ch. 6 (p. 95) TG: pp. 72–73, 74, 79, 81, 82, 83 IWL: Corresponding with pages above</p>

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TEKS CORRELATION

§110.31. English Language Arts and Reading, Grade English I	
<p>(18) Oral and Written Conventions/Handwriting. Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <ul style="list-style-type: none"> (A) use conventions of capitalization; and (B) use correct punctuation marks including: <ul style="list-style-type: none"> (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information. 	<p>SB: Ch. 1 (p. 14) Ch. 2 (p. 31) Ch. 6 (p. 96) TG: pp. 73, 76, 85 IWL: Corresponding with pages above.</p>
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>SB: p. 47, 68, 96</p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic. 	<p>SB: Ch. 4 (pp. 49–50) IWL: WC_4.1A_ResearchQuest; WC_4.1B_SelectQuestion;</p>
<p>(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:</p> <ul style="list-style-type: none"> (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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 34–37 IWL: WC_4.2A_RelevantSources; WC_4.2B_Reliability; WC_4.4A_QuotesCitations</p>
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <ul style="list-style-type: none"> (A) modify the major research question as necessary to refocus the research plan; (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 (C) critique the research process at each step to implement changes as the need occurs and is identified. 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 34–37 IWL: WC_4.2A_RelevantSources; WC_4.2B_Reliability; WC_4.4A_QuotesCitations</p>

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TEKS CORRELATION

§110.31. English Language Arts and Reading, English I

<p>(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:</p> <ul style="list-style-type: none"> (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (C) uses graphics and illustrations to help explain concepts where appropriate; (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 (E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials. 	<p>SB: Ch. 4 (pp. 57–66) TG: pp. 37–46 IWL: WC_CiteSources WC_4.6A_Checklist WC_4.6A_PromptADraft WC_4.6A_PromptAFinal</p>
<p>(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:</p> <ul style="list-style-type: none"> (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; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate the effectiveness of a speaker’s main and supporting ideas. 	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103 IWL: WC_7.3_SpeakTips</p>
<p>(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.</p>	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103 IWL: WC_7.3_SpeakTips</p>
<p>(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.</p>	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103 IWL: WC_7.3_SpeakTips</p>

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TEKS CORRELATION

§110.32. English Language Arts and Reading, English II

<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p>SB: Ch. 1 (pp. 6–14), Ch. 2 (pp. 15–33), Ch. 3 (pp. 34–48), Ch. 4 (pp. 49–69), Ch. 5 (pp. 70–85), Ch. 6 (pp. 86–97), TG: pp. 9–20, 22–32, 34–46, 48–58, 60–66 IWL: Corresponding with pages from Chapters 1–6 above.</p>
<p>(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;</p>	<p>SB: Ch. 2 (pp. 15–17) Ch. 3 (pp. 34–35, 40) Ch. 4 (pp. 49–50) Ch. 5 (p. 78) TG: pp. 12–15, 24–27, 37–39, 50, 62 IWL: Corresponding with pages above.</p>
<p>(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;</p>	<p>SB: Ch. 1 (pp. 9–10) Ch. 2 (pp. 25–27) Ch. 3 (pp. 40–43) Ch. 4 (pp. 63–65) Ch. 5 (pp. 77–81) Ch. 6 (pp. 88, 90) TG: pp. 12–15, 24–27, 37–40, 50–53, 62 IWL: Corresponding with the pages above</p>
<p>(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;</p>	<p>SB: Ch. 2 (pp. 30–31) Ch. 3 (pp. 44–46) Ch. 4 (pp. 66–67) Ch. 5 (pp. 82–83) Ch. 6 (p. 95) TG: pp. 16–19, 28–31, 41–45, 54–57 IWL: Corresponding with pages above</p>
<p>(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and</p>	<p>SB: Ch. 1 (p. 14) Ch. 2 (pp. 31–32) Ch. 3 (p. 47) Ch. 4 (p. 68) Ch. 5 (p. 96) TG: pp. 16, 19, 28–29, 32, 43–44, 47, 53–54, 57 TG: pp. 16–19, 28–31, 41–45, 54–57 IWL: Corresponding with pages above</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p>SB: p. 23, 46, 58</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>SB: Ch. 5 (pp. 63–79) TG: pp. 48–57 IWL: Corresponding with pages from Chapter 5 above.</p>

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§110.32. English Language Arts and Reading, English II

<p>(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:</p>	<p>SB: Ch. 6 (pp. 86–97) TG: pp. 60–66 IWL: WC_6.1A_PointofView WC_6.4A_PreciseWords WC_6.6A_AnalyzePrompt WC_6.6E_VaguePronouns WC_6.7A_Checklist WC_6.7A_PromptADraft WC_6.7A_PromptAFinal</p>
<p>(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;</p> <p>(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</p> <p>(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p>	<p>SB: Ch. 6 (pp. 86–97) TG: pp. 60–66 IWL: WC_6.1A_PointofView WC_6.4A_PreciseWords WC_6.6A_AnalyzePrompt WC_6.6E_VaguePronouns WC_6.7A_Checklist WC_6.7A_PromptADraft WC_6.7A_PromptAFinal</p>
<p>(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:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; 	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 22–32 IWL: WC_3.1A_PreciseThesis WC_3.2A_EvaluteDetails WC_3.4A_AnalyzePrompt WC_3.4E_AnalyzeOutline WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>
<p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <ul style="list-style-type: none"> (i) organized and accurately conveyed information; (ii) reader-friendly formatting techniques; and (iii) anticipation of readers’ questions; 	
<p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <ul style="list-style-type: none"> (i) extends beyond a summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author’s use of stylistic and rhetorical devices; and 	<p>SB: Ch. 5 (pp. 68–83) TG: pp. 60–66 IWL: Corresponding to the pages above</p>

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§110.32. English Language Arts and Reading, English II	
(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.	SB: 102–103
(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:	SB: Ch. 2 (pp. 15–33) TG: pp. 9–20 IWL: WC_2.1A_IdentifyClaims; WC_2.1B_PreciseClaims; WC_2.2B_SupportClaims; WC_2.3B_Counterclaims; WC_2.5C_AnalyzeOutline; WC_2.6A_Checklist; WC_2.6A_PromptADraft; WC_2.6A_PromptAFinal
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	SB: Ch. 2 (pp. 15–17) TG: pp. 9–12 IWL: WC_2.1A_IdentifyClaims; WC_2.1B_PreciseClaims;
(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)	SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–12 IWL: WC_2.2B_SupportClaims
(C) counter-arguments based on evidence to anticipate and address objections;	SB: Ch. 2 (p. 20) TG: pp. 9–12 IWL: WC_2.3B_Counterclaims
(D) an organizing structure appropriate to the purpose, audience, and context;	SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–12 IWL: WC_2.2B_SupportClaims
(E) an analysis of the relative value of specific data, facts, and ideas; and (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).	SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–12 IWL: WC_2.2B_SupportClaims
(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	SB: Ch. 1 (p. 14) Ch. 4 (pp. 66–67) Ch. 5 (84–85) Ch. 6 (p. 95) TG: pp. 72–73, 74, 79, 81, 82, 83 IWL: Corresponding with pages above

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<ul style="list-style-type: none"> (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). 	<p>SB: Ch. 1 (p. 14) Ch. 4 (pp. 66–67) Ch. 5 (84–85) Ch. 6 (p. 95) TG: pp. 72–73, 74, 79, 81, 82, 83 IWL: Corresponding with pages above</p>
<p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <ul style="list-style-type: none"> (A) use conventions of capitalization; and (B) use correct punctuation marks including: <ul style="list-style-type: none"> (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information. 	<p>SB: Ch. 1 (p. 14) Ch. 2 (p. 31) Ch. 6 (p. 96) TG: pp. 73, 76, 85 IWL: Corresponding with pages above.</p>
<p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>SB: Ch 4 (p. 58) Ch. 6 (pp. 85, 87)</p>
<p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) formulate a plan for engaging in research on a complex, multi-faceted topic. 	<p>SB: Ch. 5 (pp. 63–79) TG: pp. 48–57 IWL: Corresponding with pages from Chapter 5 above.</p>
<p>(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:</p> <ul style="list-style-type: none"> (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; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 34–37 IWL: WC_4.2A_RelevantSources; WC_4.2B_Reliability; WC_4.4A_QuotesCitations</p>

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§110.32. English Language Arts and Reading, English II	
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <ul style="list-style-type: none"> (A) modify the major research question as necessary to refocus the research plan; (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 (C) critique the research process at each step to implement changes as the need occurs and is identified. 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 34–37 IWL: WC_4.2A_RelevantSources WC_4.2B_Reliability WC_4.4A_QuotesCitations</p>
<p>(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:</p> <ul style="list-style-type: none"> (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (C) uses graphics and illustrations to help explain concepts where appropriate; (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 (E) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials. 	<p>SB: Ch. 4 (pp. 57–66) TG: pp. 37–46 IWL: WC_CiteSources WC_4.6A_Checklist WC_4.6A_PromptADraft WC_4.6A_PromptAFinal</p>
<p>(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:</p> <ul style="list-style-type: none"> (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; (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning. 	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103 IWL: WC_7.3_SpeakTips</p>

Guide to Abbreviations: **SB** = student book; **TG** = teacher guide; **IWL** = interactive whiteboard lessons;
CWP = common writing problems

TEKS CORRELATION

§110.32. English Language Arts and Reading, English II

(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.

SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103
IWL: WC_7.3_SpeakTips

(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.

SB: pp. 8, 10, 12, 13, 14, 17, 23, 32, 46, 50, 52, 55, 58, 68, 67–68, 70, 84, 90, 95, 102–103
IWL: WC_7.3_SpeakTips

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