

Vocabu-Lit Correlation to English I  
Texas Essential Knowledge and Skills

<b>§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.</b>	<b>Vocabu-Lit Level I</b>
<b>(b) Knowledge and skills.</b>	
<b>(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>	
(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;	22, 48, 61, 74, 100, 126, 139, 152
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	2, 6, 10, 14, 18, 28, 32, 36, 40, 44, 54, 58, 62, 66, 70, 80, 84, 88, 92, 96, 106, 110, 114, 118, 122, 132, 136, 140, 144, 148
(C) produce analogies that describe a function of an object or its description;	5, 13, 21, 31, 39, 43, 65, 73, 83, 87, 95, 113, 125, 143, 151
(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	35
(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.	3, 7, 11, 15, 19, 29, 33, 37, 41, 45, 55, 59, 63, 67, 71, 81, 85, 89, 93, 97, 107, 111, 115, 119, 123, 133, 137, 141, 145, 149
<b>(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:</b>	
<b>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</b>	5, 27, 53, 69
(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	
<b>(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:</b>	131, 157
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	
(C) counter-arguments based on evidence to anticipate and address objections;	
(D) an organizing structure appropriate to the purpose, audience, and context; and	
(E) an analysis of the relative value of specific data, facts, and ideas.	

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<p><b>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b></p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p>	43, 79
<p><b>(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:</b></p> <p>(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;</p> <p>(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	43, 79
<p><b>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b></p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(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</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p>	43, 79
<p><b>(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:</b></p> <p>(A) marshals evidence in support of a clear thesis statement and related claims;</p> <p>(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;</p> <p>(C) uses graphics and illustrations to help explain concepts where appropriate;</p> <p>(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</p> <p>(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.</p>	43, 79