

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;	SB/TWE: 20, 32, 57, 79, 107, 143, 166, 182, 192, 283, 295, 393
(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;	SB/TWE: 20, 32, 79–80, 143, 182, 192, 283, 393
(C) 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 such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	SB/TWE: 40–41, 58–59, 149, 264–265, 338–339
(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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.	SB/TWE: 20, 32, 37, 54, 79, 94, 115, 143, 166, 180, 182, 192, 208, 217, 254, 280, 283,, 305, 319, 366, 393. See Speaking and Listening activities throughout the book.
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;	SB/TWE: 280–281, 349, TWE only: 10, 29, 45, 65, 85, 118, 136, 172, 202, 249, 271, 308, 325, 344, 361, 374
(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and	SB/TWE: 16, 55, 164, 175, 194, 255–256, 302, 370 TWE only: 236
(C) determine the meaning of foreign words or phrases used frequently in English such as <i>ad hoc</i> , <i>faux pas</i> , <i>non sequitur</i> , and <i>modus operandi</i> .	SB/TWE: 336 TWE only:
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	SB/TWE: See On Your Own: Integrating Ideas in each chapter. For examples see pages 24, 41, 59, 81, etc.
(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts;	SB/TWE: For each of the three reads of a text, a purpose for reading is established. For examples, see pages 10, 16, 18, 308, 315, 316 TWE only: 3
(B) generate questions about text before, during, and after reading to deepen understanding and gain information;	SB/TWE: 10, 29, 65, 86, 127, 136, 155, 249, 253, 277, 279, 308, 374 TWE only: 3

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;	SB/TWE: 52, 92, 172, 322, 249 TWE only: 3
(D) create mental images to deepen understanding;	SB/TWE: 10, 15, 18, 344 TWE only: 3
(E) make connections to personal experiences, ideas in other texts, and society;	SB/TWE: 18, 92, 115, 199, 282, 283, 305, 320, 350, 373 Also see Preview Concepts and Making Connections sections throughout the text. For examples see pages 9, 27, 44, 64, 85, etc. TWE only: xv, xvi, 187, 354, 360
(F) make inferences and use evidence to support understanding;	SB/TWE: 24, 50, 118, 123, 124, 168, 202, 210, 224, 244, 249, 266, 271, 255, 302, 308, 314, 316, 232, 349, 394, 404 TWE only: 7, 8, 16, 194, 295
(G) evaluate details read to understand key ideas;	SB/TWE: 29–31, 86–89, 136–140, 152, 156, 159, 172, 175, 196, 273, 298, 340, 344, 348, 370, 380
(H) synthesize information from a variety of text types to create new understanding; and	SB/TWE: 52, 54, 57, 60, 92, 94, 126–127, 144, 146, 153, 162, 180, 185, 197, 210, 213, 215, 235, 239, 244, 282, 303, 316, 319, 334, 341, 350, 368, 392, 394, 405
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.	SB/TWE: 6, 86, 276–277 Students read and annotate a text three times. For examples, see pages 10, 16, 18, 29, 32, 35, etc. TWE only: xv, xvi, 3
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources, including self-selected texts;	SB/TWE: 31, 139, 206, 348
(B) write responses that demonstrate analysis of texts, including comparing texts within and across genres;	SB/TWE: 18–20, 52, 54, 57, 113, 130, 186, 197, 215, 303, 314, 350–352, 368, 407

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
(C) use text evidence and original commentary to support an appropriate response;	SB/TWE: 25, 42, 60, 70, 94, 99, 132, 219, 228, 244, 271, 282, 282, 308, 314, 366, 370, 394, 404
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	SB/TWE: 31, 161, 182, 254, 276, 363, 382
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	SB/TWE: 217, 242, 277, 279, 355 TWE only: 305,
(F) respond using acquired content and academic vocabulary as appropriate;	SB/TWE: 8–9, 27, 43, 63, 84, 100, 116, 134, 154, 170, 186, 222, 269, 274, 289, 306, 325, 342, 349, 359, 372, 396
(G) discuss and write about the explicit and implicit meanings of text;	SB/TWE: 156, 158–159, 228, 238, 255, 283, 331, 368, 405
(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;	SB/TWE: 40, 79, 149, 182, 217, 264, 319, 283, 337–338, 355,
(I) reflect on and adjust responses when valid evidence warrants and	SB/TWE: 79, 182, 228 283, 257, Also see Steps for Peer Review on pages 20, 32, 58, 107, 144, etc.
(J) defend or challenge authors' claims using relevant text evidence.	SB/TWE: 139, 182–183, 228, 279, 289, 293, 334
(6) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;	SB/TWE: 51, 54, 60, 124, 125, 186, 189, 213, 223, 229, 233, 234
(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;	SB/TWE: 50, 51, 52, 123, 159, 186, 187, 189, 213, 315, 316, 321
(C) evaluate how different literary elements shape the author's portrayal of the plot; and	SB/TWE: 10, 15, 16, 17, 51, 54, 289
(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.	SB/TWE: 54, 121, 126, 127, 130, 161, 223
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
(A) read and analyze American literature across literary periods;	SB/TWE: Chapters 1, 3, 6, 8, 10, 12, 14, 16, 17
(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;	SB/TWE: 79, 161, 168
(C) analyze how the relationships among dramatic elements advance the plot;	SB/TWE: 208, 217, 262, 315
(D) analyze characteristics and structural elements of informational texts such as:	SB/TWE: 89, 177, 282, 326, 331, 374, 380
(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and	SB/TWE: 31, 89, 182
(ii) the relationship between organizational design and author's purpose;	SB/TWE: 140–141, 275, 282
(E) analyze characteristics and structural elements of argumentative texts such as:	SB/TWE: 182, 332, 334, 374
(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;	SB/TWE: 32, 33, 42, 112, 136, 140, 144, 146, 177, 327, 331, 332–334, 374, 380, 383, 385, 389, 392, 393
(ii) various types of evidence and treatment of counter arguments, including concessions and rebuttals and	SB/TWE: 152, 327, 332–333, 374, 380, 383, 385, 389, 392
(iii) identifiable audience or reader; and	SB/TWE: 136, 140, 144, 146, 331
(F) analyze the effectiveness of characteristics of multimodal and digital texts.	SB/TWE: 18–29, 25, 210, 213, 217, 235, 239 TWE only: 57
(8) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	
(A) analyze author's purpose, audience, and message within a text;	SB/TWE: 65, 70, 82, 89, 91, 99, 113, 162, 165, 177, 182, 209, 217, 228, 229, 233, 243, 256, 274, 282, 283, 321, 237, 331, 361, 363
(B) evaluate use of text structure to achieve the author's purpose;	SB/TWE: 89, 91, 124, 148, 177, 182, 258, 262,
(C) evaluate the author's use of print and graphic features to achieve specific purposes;	SB/TWE: 262–263
(D) evaluate how the author's use of language informs and shapes the perception of readers;	SB/TWE: 10, 15, 16, 165, 168, 256, 257, 334, 365, 366, 406
(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;	SB/TWE: 124, 132, 142, 143, 209, 217, 256, 258, 262, 334, 367, 371, 406 TWE only: 208

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and	SB/TWE: 91, 111, 113, 127, 244, 256, 274, 302, 332–333, 365, 366, 371 TWE only: 74
(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.	SB/TWE: 55, 71, 72, 74, 75, 76, 77, 141, 142, 144, 177, 227, 334, 340, 393
(9) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:	
(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;	SB/TWE: 23, 113, 187, 197, 290, 292, 293, 294, 304, 320, 398, 399, 407
(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:	
(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and	SB/TWE: 57, 103, 104, 105, 113, 190, 197, 282, 294, 295, 320, 400, 401, 407
(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;	SB/TWE: 105, 113, 190, 197, 282, 295, 401, 407
(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;	SB/TWE: 38, 107, 143, 192, 240, 257, 295, 296, 297, 402
(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and	SB/TWE: 77, 109, 113, 193, 216, 266, 297, 303, 402, 403, 407
(E) publish written work for appropriate audiences.	SB/TWE: 109, 193, 297, 403
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts such as fiction and poetry using genre characteristics and craft;	SB/TWE: 242, 321, 356
(B) compose informational texts such as resumes, personal essays, explanatory essays, and reports using genre characteristics and craft;	SB/TWE: 37, 39, 79, 129, 149, 150, 197, 242, 282, 320
(C) compose argumentative texts using genre characteristics and craft;	SB/TWE: 94, 101–110, 303, 334, 337, 338, 392, 383, 399–402, 407
(D) compose correspondence in a professional or friendly structure;	SB/TWE: 183
(E) compose literary analysis using genre characteristics and craft; and	SB/TWE: 113, 130, 165, 186, 187, 189, 190, 191, 193, 217, 289, 291, 293–197, 368
(F) compose rhetorical analysis using genre characteristics and craft.	SB/TWE: 143, 352
(11) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) develop questions for formal and informal inquiry;	SB/TWE: 101, 150, 399

Standards Correlation

§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.	
(B) critique the research process at each step to implement changes as needs occur and are identified;	TWE only: 101, 102, 400
(C) develop and revise a plan;	SB/TWE: 101, 102, 400
(D) modify the major research question as necessary to refocus the research plan;	TWE only: 101, 399
(E) locate relevant sources;	SB/TWE: 33, 39 40, 58, 101, 102, 149, 150, 189, 242, 265, 392, 400 TWE only: 39, 97
(F) synthesize information from a variety of sources;	SB/TWE: 39, 40, 58, 97, 149, 150, 242, 265, 355, 392, 400
(G) examine sources for:	
(i) credibility, bias, and accuracy; and	SB/TWE: 35,–37, 265, TWE only: 16
(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;	SB/TWE: 35–37, 104
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and	SB/TWE: 57, 58, 95, 101, 102, 106, 191
(I) use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.	SB/TWE: 40, 58, 97, 129, 149, 265

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Introduction to Course				
Close Reading and Annotating Texts, pp.		Chapter 25: Close Reading SB: pp. 474–501 TE: 176	TWE only: 11.4.E, 11.4.G	2 days (3–4 days with EG)
Unit 1				
Introduction to Unit 1, p. 7			TWE only: 11.1.D; 11.4.F	½ day
Chapter 1	Chapter Opener and First Read, pp. 8–15 (Suspenseful Details)		SB/TWE: 11.4.B, 11.4.D; 11.5.F, 11.5.H; 11.6.C; 11.8.D TWE only: 11.2.A	2 days
	Second Read, pp. 16–17 (Sensory Language)		SB/TWE: 11.6.C; 11.8.D	1 day
	Third Read, pp. 18–20 (Analyzing Different Interpretations)		SB/TWE: 11.1.A, 11.1.D; 11.4.D, 11.4.E; 11.5.B; 11.7.F	2 days
	Language, p. 21 (Run-on Sentences)	Chapter 15: Clause Fragments and Run-on Sentences SB: pp. 327–329 TE: p. 96	SB/TWE 11.9.B	½ day (1 day with EG)
	Project-Based Assessments: RAFT, p. 23 On Your Own, p. 24		SB/TWE: 11.9.A	*2–4 days per project
	Connect to Testing, pp. 25–26		SB/TWE: 11.4.F; 11.5.C; 11.7.F; 11.8.D	½ day
				Total: 6 ½ days
Chapter 2	Chapter Opener and First Read, pp. 27–32 (Main Ideas)		SB/TWE: 11.1.A, 11.1.D; 11.4.B, 11.4.G; 11.5.A, 11.5.D, 11.5.F, 11.5.H; 11.7.D, 11.7.D.i TWE only: 11.2.A	1–2 days
	Second Read, pp. 32–34 (Evaluating Arguments)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 11.7.E.i TWE only: 11.11.E	2 days
	Third Read, pp. 35–37 (Evaluating Sources)		SB/TWE: 11.1.D; 11.10.B; 11.11.G.i, 11.11.G.ii	2 days
	Language, p. 38 (Using Transitions)	Chapter 2: Developing and Deepening Your Ideas & Organizing Your Writing SB: pp. 29–30, 31 TE: p. 6	SB/TWE: 11.9.C	½ day (1 day with EG)
	Project-Based Assessments: Research Project, p. 39 Digital Presentation, pp. 40–41 On Your Own, p. 41	Chapter 10: Inquiry: Initial Research and Development SB: pp. 212–218 TE: p. 51 Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–251 TE: p. 56	SB/TWE: 11.1.C; 11.10.B; 11.11.E, 11.11.F, 11.11.G.i, 11.11.I	*2–4 days per project
	Connect to Testing, p. 42		SB/TWE: 11.5.C; 11.7.E.i	½ day
				Total: 7 days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 3	Chapter Opener and First Read, pp. 43—51 (Development of Character)		SB/TWE: 11.4.F; 11.5.F, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 51 (Using Character to Develop Theme)		SB/TWE: 11.6.A, 11.6.B	2 days
	Third Read, pp. 52–54 (Synthesizing Texts)		SB/TWE: 11.1.D; 11.4.H; 11.5.B; 11.6.B, 11.6.C, 11.6.D	1 day
	Language, p. 55 (Analyzing Literary Devices)		SB/TWE: 11.2.B; 11.8.G	½ day
	Project-Based Assessment: Synthesis Essay, pp. 57–58 Civil War Presentation, pp. 58–59 On Your Own, p. 59	Chapter 27: Writing and Giving an Effective Speech SB: pp. 528–536 TE: p. 185	SB/TWE: 11.1.A, 11.1.C, 11.1.D; 11.4.H; 11.5.B; 11.9.B.i; 11.11.E, 11.11.F, 11.11.H, 11.11.I TWE only: 11.4.H; 11.5.B	*3–4 days per project
	Connect to Testing, pp. 60–62		SB/TWE: 11.4.H; 11.5.C, 11.5.F; 11.6.A	½ day
				Total: 6 ½ days
Chapter 4	Chapter Opener and First Read, pp. 63–70 (Analyzing Purpose)		SB/TWE: 11.5.C, 11.5.F, 11.5.H; 11.8.A TWE only: 11.2.A	2 days
	Second Read, pp. 71–74 (Exploring Rhetoric)	Chapter 20: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 143	SB/TWE: 11.8.G TWE only: 11.8.F	2 days
	Third Read, pp. 74–76 (Analyzing Logos)		SB/TWE: 11.8.G	2 days
	Language, pp. 77–78 (Correct Usage)		SB/TWE: 11.9.D	½ day
	Project-Based Assessments: Roundtable Discussion pp. 79–80 Analysis Essay, pp. 80–81 On Your Own, p. 81	Chapter 8: The Rhetorical Analysis Essay SB: pp. 178–189 TE: p. 39	SB/TWE: 11.1.A, 11.1.B, 11.1.D; 11.5.H; 11.5.I, 11.8.G; 11.10.B	*2–4 days per project
	Connect to Testing, pp. 82–83		SB/TWE: 11.5.C; 11.8.A, 11.8.G	½ day
				Total: 7 days
Chapter 5	Chapter Opener and First Read, pp. 84–89 (Finding Main Ideas)		SB/TWE: 11.4.B, 11.4.G, 11.4.H, 11.4.I; 11.5.F, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 89–91 (Analyzing Structure)		SB/TWE: 11.7.D.i; 11.8.A, 11.8.B, 11.8.F	2 days
	Third Read, pp. 92–95 (Synthesizing Texts)		SB/TWE: 11.1.D, 11.7.D.i; 11.4.E, 11.4.H; 11.5.C; 11.10.C	3 days
	Language, pp. 95–96 (Using Quotations)	Chapter 22: Quotation Marks SB: pp. 443–449 TE: p. 158	SB/TWE: 11.11.H	1 day
	Project-Based Assessments: Social Network Profile, pp. 97—98 On Your Own, p. 98		SB/TWE: 11.11.E, 11.11.F, 11.11.I	*2 days
	Connect to Testing, p. 99		SB/TWE: 11.5.C; 11.8.A	½ day
				Total: 8½ days

Guide to Abbreviations: **SB** = student book; **TWE** = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Writing	Prepare to Write, p. 100 Generate Ideas, p. 101 Research, pp. 101–102	Chapter 6: Argumentative Writing SB: pp. 94–121 TE: p. 25	SB/TWE: 11.5.F, 11.5.H; 11.9.A; 11.10.C; 11.11.D, 11.11.E, 11.11.H TWE only: 11.5.F	3 days
	Logical Reasoning, pp. 103–104 Organize Ideas, pp. 104–105 First Draft, p. 105 Prepare Research Format, p. 106		SB/TWE: 11.9.B.i, 11.9.B.ii; 11.10.C; 11.11.G.ii, 11.11.H	4 days
	Revision, p. 106 First Peer Review, p. 107 Second Peer Review, pp. 107–108 Final Peer Review, p. 109 Final Essay, p. 109		SB/TWE: 11.1.A, 11.1.D; 11.9.C, 11.9.D, 11.9.E; 11.10.C	3 days
				Total: 10 days
Assessment	Practice Performance Task, pp. 110–114		SB/TWE: 11.4.F; 11.5.B, 11.5.C; 11.7.E.i; 11.8.A, 11.8.F; 11.9.A, 11.9.B.i, 11.9.B.ii, 11.9.D; 11.10.E	2 days
	Unit 1 Summative Assessment, TWE pp. 417–427		TWE only: 11.2.B; 11.4.F, 11.4.G, 11.4.H; 11.5.C, 11.5.D, 11.5.F, 11.5.G; 11.7.E.i; 11.8.A, 11.8.B, 11.8.D, 11.8.E, 11.8.F; 11.10.B, 11.10.E	2 days
				Total: 4 days
Unit 1 Total				50 days
Unit 2				
Introduction to Unit 2, p. 115			TWE only: 11.1.D; 11.4.E	½ day
Chapter 6	Chapter Opener and First Read, pp. 116–124 (Making Inferences)		SB/TWE: 11.4.B, 11.4.F; 11.5.F, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 124–125 (Narrative Structure)	Chapter 7: Writing Literary Texts SB: p. 140 TE: p. 31	SB/TWE: 11.6.A, 11.6.B; 11.8.B, 11.8.E	1 day
	Third Read, pp. 126–127 (Synthesizing Texts)		SB/TWE: 11.1.B, 11.4.E; 11.4.H; 11.6.D	1½ days
	Language, p. 127 (Varying Syntax)		SB/TWE: 11.8.F	½ day
	Project-Based Assessments: Cell Phone Etiquette, p. 129 Character Comparison, pp. 130–131 On Your Own, p. 131		SB/TWE: 11.4.H; 11.5.B; 11.6.D; 11.10.B, 11.10.E; 11.11.I	*2–4 days per project
	Connect to Testing, pp. 132–133		SB/TWE: 11.4.F; 11.5.C; 11.8.E	½ day
				Total: 5½ days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 7	Chapter Opener and First Read, pp. 134–140 (Identifying Key Details)		SB/TWE: 11.4.G; 11.5.A, 11.5.F, 11.5.H, 11.5.J; 11.7.D.ii; 11.7.E.i, 11.7.E.iii TWE only: 11.2.A	2 days
	Second Read, pp. 141–143 (Understanding Rhetoric)		SB/TWE: 11.1.A, 11.1.D, 11.7.D.ii; 11.8.E, 11.8.G; 11.9.C; 11.10.F	2–2½ days
	Third Read, pp. 143–147 (Comparing Rhetoric)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 11.4.H; 11.7.E.i, 11.7.E.iii; 11.8.G	2 days
	Language, p. 148 (Parallel Structure)		SB/TWE: 11.8.B	½ day
	Project-Based Assessments: Women’s Rights Presentation, p. 149 Investigative Report, pp. 150–151 On Your Own, p. 151	Chapter 5: Informational Writing SB: pp. 72–93 TE: p. 20	SB/TWE: 11.1.C; 11.10.B; 11.11.A, 11.11.E, 11.11.F, 11.11.I	*2–4 days per project
	Connect to Testing, pp. 152–153		SB/TWE: 11.4.G, 11.4.H; 11.7.E.ii, 11.8.G	1 day
				Total: 8 days
Chapter 8	Chapter Opener and First Read, pp. 154–160 (Identifying Main Ideas)		SB/TWE: 11.4.G; 11.5.D, 11.5.F, 11.5.G, 11.5.H; 11.6.B TWE only: 11.2.A	2 days
	Second Read, pp. 161–162 (Developing Main Ideas)		SB/TWE: 11.5.G; 11.7.B	1 day
	Third Read, pp. 162–163 (Comparing Texts)		SB/TWE: 11.4.H; 11.8.A	2–3 days
	Language, p. 164 (Denotation and Connotation)	Chapter 26: Words That Communicate Clearly SB: p. 518 TE: p. 181	SB/TWE: 11.2.B	½ day
	Project-Based Assessment: Literary Essay, pp. 165–166 Roundtable Discussion, pp. 166–167 On Your Own, p. 167	Chapter 8: The Literary Essay SB: pp. 163–177 TE: p. 39	SB/TWE: 11.1.A, 11.1.D; 11.8.A, 11.8.D; 11.10.E	*2–4 days per project
	Connect to Testing, pp. 168–169		SB/TWE: 11.4.F; 11.7.B; 11.8.A, 11.8.D	½ day
				Total: 6½ days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 9	Chapter Opener and First Read, pp. 170–176 (Determining Main Ideas)		SB/TWE: 11.2.B; 11.4.G; 11.5.F, 11.5.H TWE only: 11.2.A	1 day
	Second Read, pp. 177–179 (Text Structure and Arguments)		SB/TWE: 11.7.D.i, 11.7.E.i; 11.8.A, 11.8.B, 11.8.G	1 day
	Third Read, p. 180 (Synthesizing Information)		SB/TWE: 11.1.D; 11.4.H	2–3 days
	Language, p. 181 (Sentence Fluency)	Chapter 1: Revising SB: pp. 16–17 TE: p. 1	SB?TWE: 11.9.A	½ day
	Project-Based Assessments: Roundtable Discussion, pp. 182–183 Letter to the Editor, pp. 183–184 On Your Own, p. 184	Chapter 27: Communicating and Collaborating in Groups SB: pp. 537–545 TE: p. 185	SB/TWE: 11.1.A, 11.1.B; 11.1.D; 11.5.D, 11.5.H, 11.5.I, 11.5.J; 11.7.D.i, 11.7.E; 11.8.A, 11.8.B, 11.8.G; 11.10.D	*2–4 days per project
	Connect to Testing, p. 185		SB/TWE: 11.4.G, 11.4.H	½ day
				Total: 6 days
Writing a Literary Analysis	Prepare to Write, pp. 186–188 Conduct Research, p. 189	Chapter 8: The Literary Essay SB: pp. 163–177 TE: p. 39	SB/TWE: 11.4.H; 11.5.F, 11.5.H; 11.5.B; 11.6.A, 11.6.B; 11.9.A; 11.10.E; 11.11.E	2–3 days
	Organize Ideas, p. 190 First Draft, p. 191	Chapter 8: Writing the First Draft; Revising and Editing; Publishing SB: pp. 184–189 TE: p. 39	SB/TWE: 11.9.B.i, 11.9.B.ii; 11.10.E; 11.11.H	3 days
	Revision, p. 191 First Peer Review, p. 192 Self Review, p. 192 Final Essay, p. 193		SB/TWE: 11.1.A, 11.1.D; 11.9.C, 11.9.D, 11.9.E; 11.10.E	2–3 days
				Total: 9 days
Assessment	Practice Performance Task, pp. 194–198		SB/TWE: 11.2.B; 11.4.F, 11.4.G, 11.4.H; 11.5.B, 11.5.D; 11.7.E.ii; 11.9.A, 11.9.B.i, 11.9.B.ii, 11.9.D; 11.10.B	2 days
	Unit 2 Summative Assessment, TWE pp. 428–437		TWE only: 11.4.F, 11.4.G, 11.4.H; 11.5.C, 11.5.F, 11.5.G; 11.7.E.ii, 11.7.E.iii; 11.8.A, 11.8.B, 11.8.E, 11.8.F	2 days
				Total: 4 days
Unit 2 Total				39 days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Unit 3				
Introduction to Unit 3, p. 199			TWE only: 11.4.E	½ day
Chapter 10	Chapter Opener and First Read, pp.200–207 (Point of View)		SB/TWE: 11.1.D; 11.4.F; 11.5.A, 11.5.F, 11.5.H TWE only: 11.2.A	2–2½ days
	Second Read, pp. 208–209 (Literary Devices)		SB/TWE: 11.8.A, 11.8.E	1 day
	Third Read, pp. 210–215 (Analyzing Two Interpretations of a Story)		SB/TWE: 11.4.H; 11.5.B; 11.6.A, 11.6.B; 11.7.C, 11.7.F	2 days
	Language, p. 216 (Using Semicolons)	Chapter 23: Semicolons and Colons SB: pp. 457–459 TE: p. 163	SB/TWE: 11.9.D.	½ day (1 day with EG)
	Project-Based Assessments: Dramatic Interpretation p. 217 Literary Analysis, pp. 217–218 On Your Own, p. 218	Chapter 8: The Literary Essay SB: pp. 163–177, 184–189 TE: p. 39	SB/TWE: 11.1.D; 11.5.E, 11.5.H; 11.7.C, 11.7.F; 11.8.A, 11.8.E; 11.10.E	*2–3 days per project
	Connect to Testing, pp. 219–221		SB/TWE: 11.4.G; 11.5.C; 11.8.E; 11.9.D	½ day
				Total: 7 days
Chapter 11	Chapter Opener and First Read, pp. 222–228 (Identifying Point of View)		SB/TWE: 11.1.D; 11.4.F; 11.5.F, 11.5.G, 11.5.H; 11.8.A, 11.8.G TWE only: 11.2.A; 11.5.C, 11.5.J	3 days
	Second Read, pp. 229–235 (Analyzing Theme)		SB/TWE: 11.5.G; 11.6.A; 11.8.A	2 days
	Third Read, pp. 235–240 (Analyze an Interpretation of a Novel)		SB/TWE: 11.4.H; 11.7.F	1 day
	Language, p. 240 (Subject-Verb Agreement)	Chapter 18: Agreement of Subjects and Verbs SB: pp. 369–372 TE: p. 125	SB/TWE: 11.9.C	½ day (1 day with EG)
	Project-Based Assessments: Research Paper, p. 242 Modern Adaptation, p. 243 On Your Own, p. 243	Chapter 10: Inquiry: Initial Research and Development SB: pp. 212–231 TE: p. 51 Chapter 11: Inquiry: Composing and Presenting SB: pp. 232–251 TE: p. 56	SB/TWE: 11.5.E; 11.10.A, 11.10.B; 11.11.E, 11.11.F TWE only: 11.8.A	*2–4 days per project
	Connect to Testing, pp. 244–246		SB/TWE: 11.4.F, 11.4.H; 11.5.C; 11.8.A, 11.8.F	½ day
				Total: 7 days

Guide to Abbreviations: **SB** = student book; **TWE** = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 12	Chapter Opener and First Read, pp. 247–254 (Identifying Main Idea)		SB/TWE: 11.1.D; 11.4.B, 11.4.F; 11.5.D, 11.5.F, 11.5.G, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 255–257 (Determining Theme)		SB/TWE: 11.1.D; 11.2.B; 11.8.A, 11.8.D, 11.8.E, 11.8.F; 11.9.C	1–2 days
	Third Read, pp. 257–262 (Author's Use of Juxtaposition)		SB/TWE: 11.7.C; 11.8.B, 11.8.E	1–1½ days
	Language, p. 243 (Using Dashes)	Chapter 23: Hyphens, Dashes, Ellipses, and Parentheses SB: pp. 463–463 TE: p. 163	SB/TWE: 11.8.C	½ day
	Project-Based Assessments: p. 264 Digital Presentation, p. 264 Brochure, pp. 264–265 On Your Own, p. 265		SB/TWE: 11.1.C; 11.11.E, 11.11.F, 11.11.G.i, 11.11.I	*2–3 days
	Connect to Testing, pp. 266–268		SB/TWE: 11.4.F; 11.8.E; 11.9.D	½ day
				Total: 7 days
Chapter 13	Chapter Opener and First Read, pp. 269–274 (Identifying and Understanding Key Words)		SB/TWE: 11.4.A, 11.4.F, 11.4.G; 11.5.C, 11.5.F, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 274–275 (Analyzing Nonfiction)		SB/TWE: 11.4.E; 11.5.D, 11.5.G; 11.7.D.ii, 11.8.A, 11.8.F	1 day
	Third Read, pp. 276–282 (Using Metacognition)	Chapter 25: After You Read SB: p. 496 TE: p. 176	SB/TWE: 11.1.D; 11.4.A, 11.4.B, 11.4.E, 11.4.I; 11.5.E	2 days
	Language, p. 283 (Using the Dictionary)	Chapter 26: Dictionary Skills SB: pp. 511–516 TE: p. 181	SB/TWE: 11.2.A	½ day (1 day with EG)
	Project-Based Assessments: Document-Based Question Essay, pp. 282–283 Roundtable Discussion p 283–285 On Your Own, p. 285		SB/TWE: 11.1.A, 11.1.B, 11.1.D, 11.7.D.ii; 11.4.E, 11.4.H; 11.5.C, 11.5.G, 11.5.H, 11.5.I; 11.7.D, 11.7.E; 11.8.A; 11.9.B.i, 11.9.B.ii; 11.10.B	*2 days per project
	Connect to Testing, pp. 286–288		SB/TWE: 11.4.E, 11.4.F; 11.5.F, 11.5.J	½ day
				Total: 7 days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Writing a Critical Lens Essay	Prepare to Write, p. 290 The Writing Process, pp. 291–292 Generate Ideas, pp. 293–294		SB/TWE: 11.5.J; 11.6.C; 11.9.A; 11.10.E TWE only: 11.5.F	3 days
	Organize Ideas, pp. 294–295 First Draft, p. 295		SB/TWE: 11.9.A, 11.9.B.i, 11.9.B.ii; 11.10.E	2 days
	Revision, p. 295 First Peer Review, pp. 295–296 Second Peer Review, pp. 296 Final Peer Review, p. 297 Final Essay, p. 297		SB/TWE: 11.1.A, 11.1.D; 11.9.C, 11.9.D, 11.9.E; 11.10.E	3 days
				Total: 8 days
Assessment	Practice Performance Task, pp. 298–304		SB/TWE: 11.2.B; 11.4.F, 11.4.G, 11.4.H; 11.5.B; 11.8.C, 11.8.D, 11.8.F, 11.8.G; 11.9.A, 11.9.B.i, 11.9.B.ii, 11.9.D; 11.10.C	2 days
	Unit 3 Summative Assessment, TWE pp. 438–448		TWE only: 11.2.B; 11.4.F; 11.5.C, 11.5.F; 11.7.E.i, 11.7.E.ii; 11.8.A, 11.8.B, 11.8.D, 11.8.E; 11.10.B, 11.10.E	2 days
				Total: 4 days
Unit 3 Total				40 days
Unit 4				
Introduction to Unit 4, p. 305			TWE only: 11.1.D; 11.4.E; 11.5.E	½ day
Chapter 14	Chapter Opener and First Read, pp. 306–315 (Analyzing Characters)		SB/TWE: 11.4.F; 11.5.B, 11.5.C, 11.5.F, 11.5.H TWE only: 11.2.A	2 days
	Second Read, pp. 315–316 (Character Interactions)		SB/TWE: 11.4.F; 11.6.B	1 day
	Third Read, pp. 316–318 (Synthesizing Texts)		SB/TWE: 11.1.D; 11.4.H	2 days
	Language, p. 319 (Misplaced Modifiers)	Chapter 14: Misplaced and Dangling Modifiers SB: p. 308 TE: p. 87	SB/TWE: 11.9.D	½ day
	Project-Based Assessments: Create a Dystopian Society, p. 320 Finish the Story, p. 321 On Your Own, p. 322	Chapter 7: Writing a Short Story SB: pp. 135–146 TE: p. 31	SB/TWE: 11.4.C, 11.4.E; 11.6.B; 11.8.A; 11.9.A, 11.9.B; 11.10.A, 11.10.B	*3–4 days per project
	Connect to Testing, pp. 323–324		SB/TWE: 11.4.F; 11.5.C	½ day
				Total: 6 days

Guide to Abbreviations: SB = student book; TWE = teacher wraparound edition

*NOTE: Extension activities, Project-Based Assessment, and On Your Own are not included in total of class time.

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 15	Chapter Opener and First Read, pp. 325–332 (Speaker's Purpose)		SB/TWE: 11.5.F, 11.5.G, 11.5.H; 11.7.D.ii, 11.7.E.i; 11.8.A TWE only: 11.2.A	2 days
	Second Read, pp. 332–333 (Analyzing Claims)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 11.5.J; 11.7.E.i, 11.7.E.ii; 11.8.F; 11.10.C	1 day (1½ days with EG)
	Third Read, pp. 334–335 (Comparing Rhetoric)	Chapter 6: The Rhetoric of Persuasion SB: pp. 100–104 TE: p. 25	SB/TWE: 11.4.H; 11.8.D, 11.8.E, 11.8.G	1–1½ days
	Language, p. 336 (Parts of Speech)	Chapter 12: Parts of Speech SB: pp. 252–277 TE: p. 60	SB/TWE: 11.5.F	(Varies)
	Project-Based Assessments: Develop a Public Service Announcement, pp. 337–338 Speech, pp. 338–339 On Your Own, p. 339	Chapter 27: Writing and Giving an Effective Speech SB: pp. 528–536 TE: p. 185	SB/TWE: 11.1.C; 11.10.C	*3–4 days per project
	Connect to Testing, pp. 340–341		SB/TWE: 11.4.G, 11.4.H; 11.8.A, 11.8.D, 11.8.G	½ day
				Total: 5½ days
Chapter 16	Chapter Opener and First Read, pp. 342–348 (Main Ideas)		SB/TWE: 11.4.G; 11.5.A, 11.5.F, 11.5.H TWE only: 11.2.A	1 day
	Second Read, p. 349 (Understanding Unfamiliar Words)	Chapter 26: Determining Word Meaning SB: pp. 505–510 TE: p. 181	SB/TWE: 11.2.A; 11.4.F; 11.5.F	1 day
	Third Read, pp. 350–352 (Analyzing Different Interpretations of a Scene)		SB/TWE: 11.4.C, 11.4.E; 11.4.H; 11.5.B; 11.10.F	2 days
	Language, p. 353 (Avoiding Redundant Language)	Chapter 2: Use of Language SB: pp. 33–42 TE: p. 6	SB/TWE: 11.9.D	½ day (1 day with EG)
	Project-Based Assessment: Pictorial Presentation, p. 355 Historical Fiction Story, p. 356 On Your Own, p. 356	Chapter 7: Writing a Short Story SB: pp. 135–146 TE: p. 31	SB/TWE: 11.4.D; 11.5.E; 11.10.A; 11.11.E, 11.11.F	*4–5 days per project
	Connect to Testing, pp. 357–358		SB/TWE: 11.4.F; 11.5.F	½ day
				Total: 5 days

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Chapter 17	Chapter Opener and First Read, pp. 359–364 (Identifying Theme)		SB/TWE: 11.5.D, 11.5.F, 11.5.H; 11.8.A TWE only: 11.2.A	2–2½ days
	Second Read, pp. 365–366 (Author's Style)		SB/TWE: 11.1.D; 11.8.D, 11.8.F	1 day
	Third Read, pp. 366–367 (Exploring Point of View)		SB/TWE: 11.5.C	1 day
	Language: Understatement, p. 367		SB/TWE: 11.8.E	½ day
	Project-Based Assessments: Write an Interpretation of <i>The Things They Carried</i> , p. 368 Comparison/Contrast Essay pp. 368–369 On Your Own, p. 369	Chapter 8: The Literary Essay; Revising and Editing and Publishing SB: pp. 163–177; 187–189 TE: p. 39	SB/TWE: 11.4.H; 11.5.B, 11.5.G; 11.10.E	*2–3 days per project
	Connect to Testing, pp. 370–371		SB/TWE: 11.2.B; 11.4.G; 11.5.C; 11.8.A, 11.8.E, 11.8.F	½ day
				Total: 5½ days
Chapter 18	Chapter Opener and First Read, pp. 372–382 (Structure)		SB/TWE: 11.4.E, 11.4.G; 11.5.D, 11.7.D.i, 11.5.F, 11.5.H; 11.7.D, 11.7.E.i, 11.7.E.ii TWE only: 11.2.A	2–3 days
	Second Read, p. 383 (Analyzing an Argument)	Chapter 6: The Elements of Argument SB: pp. 95–99 TE: p. 25	SB/TWE: 11.7.E.i, 11.7.E.ii	1 day
	Third Read, pp. 384–391 (Dissenting Arguments)		SB/TWE: 11.7.E.i, 11.7.E.ii	2 days
	Language, p. 391 (Fragments)	Chapter 13: The Sentence Base SB: pp. 287–288 TE: p. 76	11.9.D	½ day
	Project-Based Assessments: Write a Case Opinion, p. 392 Roundtable Discussion, p. 393		SB/TWE: 11.1.A, 11.1.D; 11.4.H; 11.7.E.i, 11.7.E.ii; 11.8.G; 11.10.C; 11.11.E, 11.11.F	*2–3 days per project
	Connect to Testing, pp. 394–395		SB/TWE: 11.4.F, 11.4.H; 11.5.C; 11.7.E.ii	½ day
				Total: 6½ days
Writing an Argument Analysis	Prepare to Write, p. 399 The Writing Process, pp. 399–400	Chapter 8: The Rhetorical Analysis Essay SB: pp. 178–189 TE: p. 39	SB/TWE: 11.9.A; 11.10.C, 11.10.F TWE only: 11.5.F	4 days
	Organize Ideas, pp. 400–401 First Draft, p. 401		SB/TWE: 11.9.B.i, 11.9.B.ii; 11.10.C; 11.11.E, 11.11.F	5 days
	Revision, pp. 402–403 Final Essay, p. 403		SB/TWE: 11.1.D; 11.9.C, 11.9.D, 11.9.E; 11.10.C	4 days
				Total: 13 days

Lesson Planner

Connections: English Language Arts		Connections: Writing and Language	Grade 11 TEKS	Time needed
Assessment	Practice Performance Task, pp. 404–408		SB/TWE: 11.4.F, 11.4.G, 11.4.H; 11.5.B, 11.5.C, 11.5.G; 11.8.D, 11.8.E; 11.9.A, 11.9.B.i, 11.9.B.ii, 11.9.D; 11.10.C	2 days
	Unit 4 Summative Assessment, TWE pp. 449–460		TWE only: 11.4.F, 11.4.G; 11.5.C, 11.5.F, 11.5.G; 11.6.A; 11.7.E.ii; 11.8.A, 11.8.E, 11.8.G; 11.10.E, 11.10.F	2 days
	End-of-Course Summative Assessment, TWE pp. 461–472		TWE only: 11.4.G, 11.4.H; 11.5.C, 11.5.D, 11.5.G; 11.6.A; 11.7.E.i, 11.7.E.ii; 11.8.A, 11.8.E, 11.8.F; 11.10.E	2 days
				Total: 6 days
Unit 4 Total				48 days