

TEKS CORRELATION

§110.33. English Language Arts and Reading, English III

<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. 49–73) Ch. 5 (pp. 74–89) Ch. 6 (pp. 90–103) TG: pp. 9–24, 26–39, 41–61, 63–74, 76–87 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, 41) Ch. 4 (pp. 49–50) Ch. 5 (p. 80) Ch. 6 (p. 95–96) TG: pp. 9–14, 26–31, 41–48, 63–66 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 to convey meaning;</p>	<p>SB: Ch. 1 (pp. 9–10) Ch. 2 (pp. 27–29) Ch. 3 (pp. 40–43) Ch. 4 (pp. 64–65) Ch. 5 (pp. 81–83) Ch. 6 (pp. 88–90) TG: pp. 14–17, 30–33, 47–51, 65–68, 81–82 IWL: Corresponding with the pages above.</p>
<p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p>SB: Ch. 2 (pp. 31–32) Ch. 3 (pp. 44–46) Ch. 4 (pp. 69–70) Ch. 5 (pp. 87–88) Ch. 6 (p. 100–101) TG: pp. 18–19, 34–35, 52–55, 69–70; 83–84 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 (pp. 46–47) Ch. 4 (pp. 71–72) Ch. 5 (pp. 87–88) Ch. 6 (p. 102) TG: pp. 18–19, 34–35, 52–55, 69–70; 83–84 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. 46</p>

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

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<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> <ul style="list-style-type: none"> (A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical 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; (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and (C) write a script with an explicit or implicit theme, using a variety of literary techniques. 	<p>SB: Ch. 6 (pp. 90–103) TG: pp. 76–87 IWL: WC_6.1A_PointofView WC_6.2A_IdentifyTechnique WC_6.3A_AnalyzingEvents WC_6.4A_PreciseWords WC_6.6B_AnalyzePrompt WC_6.6E_AddDialogue 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> <ul style="list-style-type: none"> (A) write an analytical essay of sufficient length that includes: <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 clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources; 	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 26–39 IWL: WC_3.1A_PreciseThesis WC_3.2A_EvaluateDetails WC_3.2B_WriteDetails WC_3.3A_WriteSummary WC_3.4B_GatherIdeas WC_3.4F_VarySyntax WC_3.4H_CorrectRunon WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>

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<p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <ul style="list-style-type: none"> (i) a clearly stated purpose combined with a well-supported viewpoint on the topic; (ii) appropriate formatting structures (e.g., headings, graphics, white space); (iii) relevant questions that engage readers and consider their needs; (iv) accurate technical information in accessible language; and (v) appropriate organizational structures supported by facts and details (documented if appropriate); 	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 26–39 IWL: WC_3.1A_PreciseThesis WC_3.2A_EvaluteDetails WC_3.2B_WriteDetails WC_3.3A_WriteSummary WC_3.4B_GatherIdeas WC_3.4F_VarySyntax WC_3.4H_CorrectRunon WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>
<p>(C) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers’ questions or contradictory information; and 	<p>SB: Ch. 5 (pp. 74–89) TG: pp. 63–74 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 appeals to a specific audience and synthesizes information from multiple points of view.</p>	<p>SB: 108–110</p>

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§110.33. English Language Arts and Reading, English III	
<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 (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>	<p>SB: Ch. 2 (pp. 15–33) TG: pp. 9–24 IWL: WC_2.1A_IdentifyClaims WC_2.1B_PreciseClaims WC_2.1C_StrongClaims WC_2.1D_WriteClaim WC_2.2A_IdentifySupport WC_2.2B_SupportClaims WC_2.3A_Counterclaims WC_2.3B_RespondClaims WC_2.5B_AnalyzeSources 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, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p>	<p>SB: Ch. 2 (pp. 15–17) TG: pp. 9–14 IWL: WC_2.1A_IdentifyClaims WC_2.1B_PreciseClaims</p>
<p>(B) accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context);</p>	<p>SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–14 IWL: WC_2.2B_SupportClaims WC_2.2A_IdentifySupport</p>
<p>(C) an organizing structure appropriate to the purpose, audience, and context;</p>	<p>SB: Ch. 2 (p. 20) TG: pp. 9–14 IWL: WC_2.3B_Counterclaims</p>
<p>(D) information on the complete range of relevant perspectives;</p>	<p>SB: Ch 2 (p. 25–28) TG: pp. 9–14 IWL: WC_2.5C_AnalyzeOutline</p>
<p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p>	<p>SB: Ch. 2 (pp. 18–19, 21–25) TG: pp. 9–14 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 different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>SB: pp. 14, 31–32, 47, 71–72, 84, 87–88, 102 TG: pp. 93–108 IWL: Corresponding with pages above. All WC_CWP Lessons</p>

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<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 correctly and consistently use conventions of punctuation and capitalization.</p>	<p>SB: pp. 14, 31–32, 47, 71–72, 84, 87–88, 102 TG: pp. 93–108 IWL: Corresponding with pages above. All WC_CWP Lessons</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: pp. 14, 31–32, 47, 71–72, 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 in-depth research on a complex, multi-faceted topic. 	<p>SB: Ch. 4 (pp. 49–50) TG: pp. 41–61 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 gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 41–61 IWL: WC_4.2A_RelevantSources WC_4.2B_Reliability WC_4.3A_TakeNotes</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) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; 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. 41–61 IWL: WC_4.4A_Categorize WC_4.4B_Synthesize WC_CiteSources</p>

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<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 an extended written or oral presentation that:</p> <ul style="list-style-type: none"> (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and (E) is of sufficient length and complexity to address the topic. 	<p>SB: Ch. 4 (pp. 57–66) TG: pp. 41–61 IWL: WC_CiteSources WC_4.7A_Checklist WC_4.7A_PromptADraft WC_4.7A_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 framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and (B) evaluate the clarity and coherence of a speaker’s message and critique the impact of a speaker’s diction and syntax on an audience. 	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 25, 30, 31, 46, 50, 52, 56, 64, 69, 74, 88, 94, 108–110 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 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 (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p>	<p>SB: pp. 108–110 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, offering ideas or judgments that are purposeful in moving the team towards 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.</p>	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 25, 30, 31, 46, 50, 52, 56, 64, 69, 74, 88, 94, 108–110 IWL: WC_7.3_SpeakTips</p>

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TEKS CORRELATION

§110.34. English Language Arts and Reading, English IV

<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. 49–73) Ch. 5 (pp. 74–89) Ch. 6 (pp. 90–103) TG: pp. 9–24, 26–39, 41–61, 63–74, 76–87 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, 41) Ch. 4 (pp. 49–50) Ch. 5 (p. 80) Ch. 6 (p. 95–96) TG: pp. 12–15, 24–27, 37–39, 50, 62 IWL: Corresponding with pages from Chapters 1–6 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 to convey meaning;</p>	<p>SB: Ch. 1 (pp. 9–10) Ch. 2 (pp. 27–29) Ch. 3 (pp. 40–43) Ch. 4 (pp. 64–65) Ch. 5 (pp. 81–83) Ch. 6 (pp. 88–90) TG: pp. 12–15, 24–27, 37–40, 50–53, 62 IWL: Corresponding with pages from Chapters 1–6 above.</p>
<p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p>	<p>SB: Ch. 2 (pp. 31–32) Ch. 3 (pp. 44–46) Ch. 4 (pp. 69–70) Ch. 5 (pp. 87–88) Ch. 6 (p. 100–101) TG: pp. 16–19, 28–31, 41–45, 54–57 IWL: Corresponding with pages from Chapters 1–6 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 (pp. 46–47) Ch. 4 (pp. 71–72) Ch. 5 (pp. 87–88) Ch. 6 (p. 102) TG: pp. 18–19, 34–35, 52–55, 69–70; 83–84 IWL: Corresponding with pages from Chapters 1–6 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. 46</p>

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§110.34. English Language Arts and Reading, English IV

<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>(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p>	<p>SB: Ch. 6 (pp. 90–103) TG: pp. 76–87 IWL: WC_6.1A_PointofView WC_6.2A_IdentifyTechnique WC_6.3A_AnalyzingEvents WC_6.4A_PreciseWords WC_6.6B_AnalyzePrompt WC_6.6E_AddDialogue 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> <p>(i) effective introductory and concluding paragraphs and a variety of sentence structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a clear thesis statement or controlling idea;</p> <p>(iv) a clear organizational schema for conveying ideas;</p> <p>(v) relevant and substantial evidence and well-chosen details;</p> <p>(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and</p> <p>(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;</p>	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 26–39 IWL: WC_3.1A_PreciseThesis WC_3.2A_EvaluateDetails WC_3.2B_WriteDetails WC_3.3A_WriteSummary WC_3.4B_GatherIdeas WC_3.4F_VarySyntax WC_3.4H_CorrectRunon WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>
<p>(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>(iii) relevant questions that engage readers and address their potential problems and misunderstandings;</p> <p>(iv) accurate technical information in accessible language; and</p> <p>(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p>	<p>SB: Ch. 3 (pp. 34–48) TG: pp. 26–39 IWL: WC_3.1A_PreciseThesis WC_3.2A_EvaluateDetails WC_3.2B_WriteDetails WC_3.3A_WriteSummary WC_3.4B_GatherIdeas WC_3.4F_VarySyntax WC_3.4H_CorrectRunon WC_3.5A_Checklist WC_3.5A_PromptADraft WC_3.5A_PromptAModel</p>

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<p>(C) write an interpretation of an expository or a literary text that:</p> <ul style="list-style-type: none"> (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers’ questions and contradictory information; and 	<p>SB: Ch. 5 (pp. 74–89) TG: pp. 76–87 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 appeals to a specific audience and synthesizes information from multiple points of view.</p>	<p>SB: 108–110</p>
<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 (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p>	<p>SB: Ch. 2 (pp. 15–33) TG: pp. 9–24 IWL: WC_2.1A_IdentifyClaims WC_2.1B_PreciseClaims WC_2.1C_StrongClaims WC_2.1D_WriteClaim WC_2.2A_IdentifySupport WC_2.2B_SupportClaims WC_2.3A_Counterclaims WC_2.3B_RespondClaims WC_2.5B_AnalyzeSources WC_2.6A_Checklist WC_2.6A_PromptADraft WC_2.6A_PromptAFinal</p>
<p>(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);</p>	<p>SB: Ch. 2 (pp. 15–17) TG: pp. 9–17 IWL: WC_2.1A_IdentifyClaims WC_2.1B_PreciseClaims WC_2.1C_StrongClaims WC_2.1D_WriteClaim</p>
<p>(B) accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context);</p>	<p>SB: Ch. 2 (pp. 18–19, 21–23) TG: pp. 9–17 IWL: WC_2.2A_IdentifySupport</p>
<p>(C) an organizing structure appropriate to the purpose, audience, and context;</p>	<p>SB: Ch. 2 (p. 27) TG: pp. 15–17 IWL: WC_2.3B_Counterclaims</p>
<p>(D) information on the complete range of relevant perspectives;</p>	<p>SB: Ch. 2 (pp. 21–26) TG: pp. 9–14 IWL: WC_2.2B_SupportClaims</p>

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<p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p> <p>(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p>	<p>SB: Ch. 2 (pp. 26–30) TG: pp. 9–17 IWL: WC_2.2B_SupportClaims WC_2.5B_AnalyzeSources</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 different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p>	<p>SB: pp. 14, 31–32, 47, 71–72, 84, 87–88, 102 TG: pp. 93–108 IWL: Corresponding with pages above. All WC_CWP Lessons</p>
<p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p>	<p>SB: pp. 14, 31–32, 47, 71–72, 84, 87–88, 102 TG: pp. 93–108 IWL: Corresponding with pages above. All WC_CWP Lessons</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 correctly and consistently use conventions of punctuation and capitalization:</p>	<p>SB: pp. 14, 31–32, 47, 71–72, 84, 87–88, 102 TG: pp. 93–108 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: pp. 14, 31–32, 47, 71–72, 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> <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 in-depth research on a complex, multi-faceted topic.</p>	<p>SB: Ch. 4 (pp. 49–50) TG: pp. 41–61 IWL: WC_4.1A_ResearchQuest WC_4.1B_SelectQuestion</p>

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§110.34. English Language Arts and Reading, English IV

<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 gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. 	<p>SB: Ch. 4 (pp. 51–58) TG: pp. 41–61 IWL: WC_4.2A_RelevantSources WC_4.2B_Reliability WC_4.3A_TakeNotes</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) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; 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. 41–61 IWL: WC_4.4A_Categorize WC_4.4B_Synthesize WC_CiteSources</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 an extended written or oral presentation that:</p> <ul style="list-style-type: none"> (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and (E) is of sufficient length and complexity to address the topic. 	<p>SB: Ch. 4 (pp. 57–66) TG: pp. 41–61 IWL: WC_CiteSources WC_4.7A_Checklist WC_4.7A_PromptADraft WC_4.7A_PromptAFinal</p>

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

TEKS CORRELATION

§110.34. English Language Arts and Reading, English IV

<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> <p>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p> <p>(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p>	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 25, 30, 31, 46, 50, 52, 56, 64, 69, 74, 88, 94, 108–110 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 formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, 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. 108–110 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, offering ideas or judgments that are purposeful in moving the team towards 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.</p>	<p>SB: pp. 8, 10, 12, 13, 14, 17, 23, 25, 30, 31, 46, 50, 52, 56, 64, 69, 74, 88, 94, 108–110 IWL: WC_7.3_SpeakTips</p>

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