

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

§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.	Vocabu-Lit Level J
(b) Knowledge and skills.	
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(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, 127, 135, 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, 4, 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) infer word meaning through the identification and analysis of analogies and other word relationships;	5, 9, 13, 17, 21, 31, 35, 39, 43, 47, 57, 61, 65, 69, 73, 83, 87, 91, 95, 99, 109, 113, 117, 125, 139, 143, 147, 151
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i>); and	113, 121
(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
(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:	
(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;	27
(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	
(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	
(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:	
(A) write an analytical essay of sufficient length that includes:	105
(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;	

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

<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>	131, 157
<p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>	
<p>(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);</p>	
<p>(C) counter-arguments based on evidence to anticipate and address objections;</p>	
<p>(D) an organizing structure appropriate to the purpose, audience, and context;</p>	
<p>(E) an analysis of the relative value of specific data, facts, and ideas; and</p>	
<p>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</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>	53, 79
<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>	
<p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	53, 79
<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>	