

## Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading

### Subchapter A. High School

#### §110.42. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010.

- (a) Introduction.
- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In English I, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
  - (2) For English I students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (B) of this section.
  - (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Comprehension. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
    - (A) reflect on understanding to monitor comprehension (asking questions, summarizing and synthesizing, making connections, and/or creating sensory images); and
    - (B) make complex inferences about text and use textual evidence to support understanding.
  - (2) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) understand and use grade-level vocabulary, including academic words derived from Latin, Greek, or other linguistic roots and affixes;
  - (B) analyze context and syntax (e.g., definition, restatement, example, comparison, contrast and cause/effect) to determine word meanings;
  - (C) examine and discuss the ways that cultural, political, social, technological, and scientific events impact and change the English language;
  - (D) infer the literal and figurative meaning of words and phrases (e.g., puns, idioms and allusions);
  - (E) analyze word relationships to infer meaning (e.g., gradients of meaning, connotative language, analogies); and
  - (F) determine or clarify the connotation and denotation of words and their etymologies, using dictionaries, glossaries, technology and textual features (e.g., definitional footnotes or sidebars).
- (3) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze how the setting affects development of characters, plot, theme, and mood;
  - (B) analyze character roles (e.g., foil) and the ways they influence conflicts and resolutions;
  - (C) analyze the effects of linear and nonlinear plot development (e.g. subplots, parallel plot structures);
  - (D) analyze how the genre of texts with similar themes shape meaning;
  - (E) compare and contrast the effects of different narrative points of view (e.g., first vs. third person, third person limited, third person omniscient, third person objective);
  - (F) analyze how authors use imagery and figurative language (e.g., symbolism, and allegory);
  - (G) analyze the influence of mythic, traditional, and classical works on contemporary literature;
  - (H) explain how the historical and cultural contexts in which a literary work was written influence an author's diction ;
  - (I) analyze diction and imagery (e.g., controlling images, figurative language) in poetry;
  - (J) understand how meaning is affected by poetic form (e.g., epic, Shakespearean sonnet); and
  - (K) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.
- (4) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) recognize the controlling idea and details that support the author's purpose;

- (B) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;
  - (C) draw conclusions about the kinds of evidence used to support opinions in text;
  - (D) analyze how the organizational pattern of a text influences the relationships among the ideas in the text;
  - (E) explain how text features affect clarity and coherence; and
  - (F) recognize the author's use of narrative to provide examples or explain ideas in a personal essay in contrast to the narrative structure of memoir, biography and autobiography.
- (5) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) distinguish facts from assertions and evaluate inferences for their logic;
  - (B) analyze the relevance and quality of evidence given to support an author's argument, paying particular attention to logical fallacies (e.g., slippery slope, faulty causality, begging the question); and
  - (C) analyze text (e.g., speeches) and identify the rhetorical devices used to convince the reader of authors' propositions.
- (6) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the sequence of information presented in procedural text; and
  - (B) analyze data presented in text and graphics sources in order to perform procedures.
- (7) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;
  - (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
  - (C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, internet); and
  - (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.
- (8) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting the appropriate genre for the intended meaning and audience;

- (B) as appropriate, verify the accuracy and determine the relative value of supporting information and cite all borrowed material;
  - (C) organize ideas into meaningful units and develop focused, coherent drafts, choosing meaningful transitions and purposeful rhetorical devices that accomplish the author's purpose in timed and untimed writing;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, improve coherence, and achieve a specific style and tone (e.g., diction, syntax, figurative language) appropriate to the author's intended purpose and audience;
  - (E) edit drafts to correct grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (9) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:
- (A) write a story that includes:
    - (i) a well-developed narrative structure;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) interesting and believable characters; and
    - (iv) a range of literary strategies (e.g., flashback and foreshadowing) and devices to enhance plot;
  - (B) write a poem using:
    - (i) poetic devices (e.g., imagery, symbolism);
    - (ii) poetic structures (e.g., couplet, quartet);
    - (iii) poetic forms (e.g., free verse, odes);
  - (C) write a script with an explicit or implicit theme and details that contribute to a definite tone.
- (10) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a well-developed analytical essay organized to achieve an intended purpose that includes:
    - (i) a clear thesis or controlling idea; and
    - (ii) supporting information from valid and relevant sources ;
  - (B) write a personal essay that includes observations about life, personal beliefs, and experiences; and
  - (C) write an interpretative response to texts (e.g., essay or review) that:
    - (i) extends beyond a summary and literal analysis;
    - (ii) provides textual evidence; and

- (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices.
- (11) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one document [e.g., use of narration within a college application] in order to meet the requirement of the student expectation. The student is expected to write a procedural or technical document (e.g., e-mail, memo) that includes conventional formatting and anticipation of readers' questions.
- (12) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a persuasive text for the appropriate audience that includes:
    - (i) a clear position based on logical reasons;
    - (ii) accurate representation of divergent views;
    - (iii) counter-arguments based on evidence to anticipate and address objections; and
    - (iv) appropriate use of valid and reliable primary and secondary sources;
  - (B) use of language crafted to demonstrate an appropriate tone for the audience; and
  - (C) 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.
- (13) Writing/Conventions of Language. 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. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - (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).
- (14) Writing//Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use conventions of capitalization; and
  - (B) use correct punctuation marks, including:

- (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
  - (ii) dashes to emphasize parenthetical information.
- (15) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, and formulate a plan for engaging in research on a multi-faceted topic.
- (16) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
  - (A) organize notes from authoritative sources in a manner that identifies the major issues and debates within the area of inquiry; and
  - (B) paraphrase, summarize, quote, and accurately cite all research to avoid plagiarism.
- (17) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
  - (A) synthesize research into a written, oral, or media presentation that:
    - (i) collects and organizes evidence in support of a clear thesis, develops a logical progression of ideas, clearly states point(s) of view, and draws reasonable conclusions;
    - (ii) utilizes a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (18) 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. The student is expected to:
  - (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.
- (19) 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. The student is 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.
- (20) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is 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.

**§110.43. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.**

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In English II, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For English II students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English II as described in subsection (B) of this section.
- (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and Skills

- (1) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
  - (A) reflect on understanding to monitor comprehension (asking questions, summarizing and synthesizing, making connections, and/or creating sensory images); and
  - (B) make complex inferences about text and use textual evidence to support understanding.
- (2) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
  - (A) apply knowledge of Greek, Latin, and other linguistic roots and affixes to understand complex vocabulary, including academic words;
  - (B) analyze context and syntax (e.g., definition, restatement, example, comparison, contrast and cause/effect) to determine word meanings;

- (C) examine and explain the influence of the English language on literature, communication, and popular cultures;
  - (D) infer the literal and figurative meaning of words and phrases (e.g., puns, idioms and allusions); and
  - (E) determine or clarify the connotation and denotation and their etymologies, using dictionaries, glossaries, technology and textual features (e.g., definitional footnotes or sidebars).
- (3) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze how the setting affects development of characters, plot, theme, and mood;
  - (B) analyze character roles (e.g., archetypes) and the ways they influence conflicts and resolutions;
  - (C) analyze the effects of linear and nonlinear plot development (e.g. subplots, parallel plot structures);
  - (D) compare and contrast differences in similar themes across cultures and time;
  - (E) compare and contrast the effects of different points of view in multiple texts;
  - (F) analyze how authors use imagery and figurative language (e.g., euphemism, antithesis);
  - (G) analyze archetypes in world literature;
  - (H) explain how the historical and cultural contexts in which a literary work was written influence its tone;
  - (I) describe the effects of structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) on meaning in poetry;
  - (J) understand how meaning is affected by poetic form (e.g., ode, ballad); and
  - (K) analyze the role of archetypes and motifs in drama.
- (4) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze the controlling idea and details that support the author's purpose;
  - (B) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;
  - (C) draw conclusions about the logic and credibility of evidence used to support opinions in text;
  - (D) explain the major organizational patterns of a text (e.g., proposition and support, problem and solution) and the ways they influence meaning; and
  - (E) analyze differences in genre among personal essays, memoirs, autobiographies, and biographies.

- (5) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze the structure of the central argument (e.g., argument by cause and effect, analogy, authority) in speeches and text;
  - (B) distinguish between supported and unsupported statements in contemporary political speeches, debates, editorials, or newspaper articles; and
  - (C) analyze contemporary political speeches, debates, editorials, and newspaper articles for rhetorical and logical fallacies (e.g., appeals to commonly held opinions, false dilemmas, appeals to pity, ad hominem).
- (6) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the clarity of organizational patterns of procedural text; and
  - (B) compare similar procedures in written text and graphic form for clarity and effectiveness.
- (7) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
  - (C) examine how individual perception or bias in coverage of the same event influences the audience; and
  - (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.
- (8) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting the appropriate genre for the intended meaning and audience;
  - (B) as appropriate, consider information from relevant perspectives in order to determine the validity and reliability of supporting information; and cite all borrowed material;
  - (C) organize ideas into meaningful units and develop focused, coherent drafts, choosing meaningful transitions and purposeful rhetorical devices that accomplish the author's purpose in timed and untimed writing;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, improve coherence, and achieve a specific style and tone (e.g., diction, syntax, figurative language) appropriate to the author's intended purpose and audience;

- (E) edit drafts to correct grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (9) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:
- (A) write a story that includes:
    - (i) a well-developed narrative structure;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) interesting and believable characters; and
    - (iv) a range of literary strategies (e.g., flashback, foreshadowing), sensory details that define the tone, and devices to enhance plot;
  - (B) write a poem using:
    - (i) poetic devices (e.g., irony, extended metaphor);
    - (ii) poetic structures (e.g., iambic pentameter, free verse);
    - (iii) poetic forms (e.g., free verse, ballads);
  - (C) write a script with an explicit or implicit theme and details that contribute to a definite tone.
- (10) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a well-developed analytical essay organized to achieve an intended purpose using a combination of rhetorical methods that includes:
    - (i) a clear thesis or controlling idea; and
    - (ii) supporting information from valid and relevant sources;
  - (B) write a personal essay that includes observations about life, personal beliefs, and experiences; and
  - (C) write an interpretative response to texts (e.g., essay or review) that:
    - (i) extends beyond a summary and literal analysis;
    - (ii) provides textual evidence; and
    - (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices.
- (11) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one document [e.g., use of narration within a college application] in order to meet the requirement of the student expectation. The student is expected to write a procedural or technical document (e.g., correspondence, project plan) that includes conventional formatting; and anticipation of readers' questions.

- (12) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a persuasive text for the appropriate audience that includes:
    - (i) a clear position based on logical reasons;
    - (ii) accurate representation of divergent views;
    - (iii) counter-arguments based on evidence to anticipate and address objections; and
    - (iv) appropriate use of valid and reliable primary and secondary sources;
  - (B) use of language crafted to demonstrate an appropriate tone for the audience; and
  - (C) 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.
- (13) **Writing/Conventions of Language.** 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. The student is expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
    - (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).
- (14) **Writing//Conventions of Language/Handwriting.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) use conventions of capitalization; and
  - (B) use correct punctuation marks, including:
    - (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
    - (ii) dashes to emphasize parenthetical information.
- (15) **Research/Research Plan.** Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, and formulate a plan for engaging in research on a multi-faceted topic.
- (16) **Research/Gathering Sources.** Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources

addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:

- (A) organize notes from authoritative sources in a manner that identifies the major issues and debates within the area of inquiry; and
  - (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism.
- (17) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research into a written, oral, or media presentation that:
    - (i) collects and organizes evidence in support of a clear thesis, develops a logical progression of ideas, clearly states point(s) of view, and draws reasonable conclusions;
    - (ii) utilizes a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher evaluations) to examine the quality of the research.
- (18) 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. The student is expected to:
- (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.
- (19) 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. The student is expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
- (20) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is 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.

**§110.44. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.**

- (a) Introduction
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where

students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In English III, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

- (2) For English III students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (B) of this section.
  - (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
    - (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, and/or creating sensory images); and
    - (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.
  - (2) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
    - (A) apply knowledge of Greek, Latin, or other linguistic roots and affixes to understand complex vocabulary, including academic words;
    - (B) analyze context and syntax to draw conclusions about nuances in word meanings;
    - (C) analyze influences that impact significant changes to the English language;
    - (D) analyze the meaning of text through knowledge of metaphors, euphemisms, irony, and allusions (e.g., literary, classical, and biblical allusions); and
    - (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other print and electronic references as needed.
  - (3) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and

contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:

- (A) evaluate how the setting affects literary elements (e.g., character development, conflict and resolution);
  - (B) evaluate motivation and behavior of characters (e.g., hero, anti-hero), their perceptions of self and others, and their attitudes;
  - (C) evaluate how complex plot structures and devices advance action;
  - (D) analyze the way in which theme or meaning of a selection represents a view or comment on life;
  - (E) analyze the effects of different narrative points of view (e.g., reliable, unreliable);
  - (F) evaluate the effect of imagery and figurative language (e. g., allusions, oxymoron);
  - (G) relate the characters and structure of mythic, traditional and classical literature to contemporary American novels, plays, or films.
  - (H) connect information found in primary source documents with a literary work written in the same time period;
  - (I) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in poetry;
  - (J) understand how meaning is affected by poetic form (e.g., epitaph, blank verse); and
  - (K) analyze the relationship between the expressed purposes and the characteristics of modern American drama.
- (4) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze the consistency and clarity of the controlling idea and the author's purpose;
  - (B) draw conclusions based upon the ideas presented in multiple texts on the same topic;
  - (C) verify the accuracy of information by examining the same topic in multiple sources;
  - (D) evaluate the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning; and
  - (E) analyze the effectiveness of the subordinate role of narration within a personal essay.
- (5) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) draw conclusions about the credibility of a text by examining its implicit and stated assumptions;

- (B) analyze the various forms of support (e.g., hard evidence, reason and common sense, cultural assumptions) ; and
  - (C) evaluate the appeals (e.g., ethos, pathos, logos) of an argument.
- (6) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the clarity of complex directions; and
  - (B) evaluate text and graphic features from multiple sources to select the most effective procedure.
- (7) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;
  - (C) evaluate the objectivity of coverage of the same event in various types of media; and
  - (D) evaluate changes in formality and tone across various media for different audiences and purposes.
- (8) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting the appropriate genre for the intended meaning and audience;
  - (B) consider information from relevant perspectives in order to determine the validity and reliability of primary and secondary sources and cite all borrowed material;
  - (C) organize ideas into meaningful units and develop focused, coherent drafts, choosing meaningful transitions and purposeful rhetorical devices that accomplish the author's purpose in timed and untimed writing;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, improve coherence, and achieve a specific style and tone (e.g., diction, syntax, rhetorical devices such as antithesis, parallelism, repetition) appropriate to the author's intended purpose and audience;
  - (E) edit drafts to correct grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (9) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:

- (A) write a story that includes:
    - (i) a well-developed narrative structure;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) complex and non-stereotypical characters; and
    - (iv) a range of literary strategies, sensory details that define the tone, and devices to enhance plot;
  - (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms using:
    - (i) poetic devices (e.g., allusion, oxymoron);
    - (ii) poetic structures (e.g., enjambment, rhyme scheme);
    - (iii) poetic forms (e.g., ballads, free verse, lyric);
  - (C) write a script with an explicit or implicit theme, using a variety of literary techniques.
- (10) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a well-developed analytical essay organized to achieve an intended purpose using a combination of rhetorical methods that includes:
    - (i) a clear thesis statement or controlling idea; and
    - (ii) supporting information from valid and relevant primary and secondary sources;
  - (B) write a personal essay that includes observations about life, personal beliefs, and experiences; and
  - (C) write an interpretation of texts that:
    - (i) advances a clear thesis statement;
    - (ii) provides textual evidence;
    - (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.
- (11) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one document (e.g., use of narration within a college application) in order to meet the requirement of the student expectation. The student is expected to write a procedural or technical document (e.g., résumé, college application) that includes appropriate formatting structures (e.g., headings, graphics, white space); relevant questions that engage readers and consider their needs; and accurate technical information in language appropriate for audience.

- (12) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a persuasive text (e.g., evaluative, definition, causal, proposal) for the appropriate audience that includes:
    - (i) a clear position based on logical reasons;
    - (ii) accurate representation of divergent views;
    - (iii) counter-arguments based on evidence to anticipate and address objections; and
    - (iv) appropriate use of valid and reliable primary and secondary sources;
  - (B) use of language crafted to move a disinterested or opposing audience, using specific rhetorical appeals (e.g., ethos, pathos, logos); and
  - (C) 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.
- (13) **Writing/Conventions of Language.** 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. The student is expected to:
- (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, and adverbial clauses and phrases); and
  - (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
- (14) **Writing//Conventions of Language/Handwriting.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to know and correctly and consistently use conventions of punctuation and capitalization.
- (15) **Research/Research Plan.** Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, and formulate a plan for engaging in research on a multi-faceted topic in depth.
- (16) **Research/Gathering Sources.** Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate a meaningful organizational system for relevant and accurate information to support central ideas, concepts, and themes; and outline ideas into conceptual maps, timelines, etc.; and
  - (B) paraphrase, summarize, quote and accurately cite all research to avoid plagiarism.
- (17) **Research/Synthesizing, Organizing and Presenting Ideas.** Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:

- (A) synthesize research, avoiding over-reliance on one source, into an extended written, oral, or media presentation that:
    - (i) collects and organizes evidence, develops a thesis that incorporates a range of multiple perspectives, and anticipate and refutes counter-points; and
    - (ii) utilizes a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and
  - (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.
- (18) 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. The student is expected to:
- (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;
  - (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.
- (19) 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. The student is 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.
- (20) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is 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.

**§110.45. English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010.**

- (a) Introduction
  - (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read fluently and comprehend a wide variety of literary, informative, and procedural texts, and where students analyze various forms of media; Writing, where students compose a variety of literary, informative, and procedural texts with a clear controlling idea, coherent organization, and sufficient detail, and where students apply conventions of language; Research, where students locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen to the ideas of others and respond using the conventions of language in conversations and in groups. The standards are cumulative; students will continue to apply earlier standards with greater depth in increasingly more complex texts. In English IV, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

- (2) For English IV students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
  - (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English IV as described in subsection (B) of this section.
  - (4) To meet Texas Education Code, §28.002(H), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
- (1) Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
    - (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, and/or creating sensory images); and
    - (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.
  - (2) Reading/Vocabulary Development. Students understand new vocabulary from a variety of sources, and use it effectively when listening, speaking, reading and writing. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
    - (A) apply knowledge of Greek, Latin, Anglo-Saxon, or other linguistic roots and affixes to understand complex vocabulary, including academic words;
    - (B) analyze context and syntax to draw conclusions about nuances in word meanings;
    - (C) analyze influences that impact significant changes to the English language;
    - (D) analyze the meaning of text through knowledge of metaphors, euphemisms, irony, and allusions (e.g., literary, classical, and biblical allusions); and
    - (E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other print and electronic references as needed.
  - (3) Reading/Literary Text. Students use comprehension skills to analyze literary elements within and among a variety of texts from different cultural, historical, classical, and contemporary contexts and provide textual evidence to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
    - (A) evaluate how the setting develops theme, generalizations, and symbols;
    - (B) evaluate motivation and behavior of characters (e.g., hero, anti-hero), their perceptions of self and others, and their attitudes;
    - (C) evaluate how complex plot structures and devices advance action;

- (D) analyze and evaluate the political assumptions underlying a work and its relationship to contemporary social issues or political movements;
  - (E) analyze the effects of shifting narrative points of view;
  - (F) evaluate imagery and figurative language (e.g., metonymy, synecdoche, synesthesia);
  - (G) examine how classical British texts have been interpreted by contemporary theater or film;
  - (H) analyze how the historical, social and economic contexts influence texts;
  - (I) evaluate the effects of sound, form, figurative language, graphics, and dramatic structure of poems;
  - (J) understand how meaning is affected by poetic form (e.g., Petrarchan sonnet, dramatic monologue, elegy, pastoral); and
  - (K) evaluate speeches and characters in the works of British dramatists.
- (4) Reading/ Informational/Expository Text. Students use comprehension skills to understand the varied structural patterns and features of expository text and respond by providing evidence from text to support their understanding. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) analyze the consistency and clarity of the expression of the controlling idea and author's purpose;
  - (B) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;
  - (C) explain how authors writing on the same topic reach different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;
  - (D) evaluate the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning; and
  - (E) evaluate the effectiveness of the subordinate role of narration within a personal essay.
- (5) Reading/Informational/Persuasive Text. Students use comprehension skills to analyze and understand persuasive text, and respond by providing evidence from text to support their analysis. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the merits of an argument by comparing the evidence with information available in other sources;
  - (B) analyze the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and
  - (C) evaluate appeals and analyze arguments for logical fallacies (e.g., non-sequiturs, circular logic, hasty generalizations).
- (6) Reading/Informational/Procedural Texts. Students use comprehension skills to understand and use information in procedural texts and documents. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate the clarity of complex directions; and
  - (B) synthesize elements of multiple text and graphic sources to create an effective procedure.

- (7) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. The student is expected to:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
  - (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;
  - (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience and purpose; and
  - (D) evaluate changes in formality and tone across various media for different audiences and purposes.
- (8) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose a variety of meaningful texts. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate ideas and plan a first draft by selecting the appropriate genre for the intended meaning and audience;
  - (B) consider information from relevant perspectives in order to determine the validity and reliability of primary and secondary sources and cite all borrowed material;
  - (C) organize ideas into meaningful units and develop focused, coherent drafts, choosing meaningful transitions and purposeful rhetorical devices that accomplish the author's purpose in timed and untimed writing;
  - (D) revise drafts by conferring with teacher and/or peers to clarify meaning, add depth, improve coherence, and achieve a specific style and tone (e.g., diction, syntax, rhetorical devices such as antithesis, parallelism, repetition) appropriate to the author's intended purpose and audience;
  - (E) edit drafts to correct grammar, mechanics, and spelling using a variety of tools (e.g., rubric, peer review, checklist, handbook); and
  - (F) publish written work for appropriate audiences.
- (9) Writing/Literary Text. Students write literary texts to express real or imagined experiences. Students will continue to apply earlier standards with greater complexity. (In English I-IV, students are responsible for one form of literary writing.) The student is expected to:
- (A) write a story that includes:
    - (i) a well-developed narrative structure;
    - (ii) a well-developed setting created through the use of sensory details;
    - (iii) complex and non-stereotypical characters; and
    - (iv) a range of literary strategies, sensory details that define the tone, and devices to enhance plot;
  - (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms: using:
    - (i) poetic devices (e.g., metonymy, synecdoche, synesthesia);

- (ii) poetic structures (e.g., heroic couplet, Kenning);
    - (iii) poetic forms (e.g., free verse, elegy, sonnet);
  - (C) write a script with an explicit or implicit theme, using a variety of literary techniques.
- (10) Writing/Informational/Expository Text. Students write expository texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of analysis within a textual interpretation] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a well-developed analytical essay organized to achieve an intended purpose using a combination of rhetorical methods that includes:
    - (i) a clear thesis statement or controlling idea; and
    - (ii) supporting information from valid and relevant primary and secondary sources;
  - (B) write a personal essay that includes observations about life, personal beliefs, and experiences; and
  - (C) write an interpretation of texts that:
    - (i) advances a clear thesis statement;
    - (ii) provides textual evidence;
    - (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.
- (11) Writing/Informational/Procedural or Technical Texts. Students write procedural or technical texts to communicate ideas and information to specific audiences for specific purposes. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one document (e.g., use of narration within a college application) in order to meet the requirement of the student expectation. The student is expected to write a procedural or technical document (e.g., proposal) that includes appropriate formatting structures (e.g., headings, graphics, white space, relevant questions that engage readers and address their potential problems, and misunderstandings; and accurate technical information in language appropriate for audience.
- (12) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students will continue to apply earlier standards with greater complexity. (In English I-IV students may combine rhetorical modes within one paper [e.g., use of research within a persuasive text] in order to meet the requirement of the student expectation. The student is expected to:
- (A) write a persuasive text (e.g., evaluation, definition, causal, proposal) for the appropriate audience that includes:
    - (i) a clear position based on logical reasons with various forms of support (e.g., relevant evidence, reason, common sense, cultural assumptions);
    - (ii) accurate representation of divergent views;

- (iii) counter-arguments based on evidence to anticipate and address objections; and
    - (iv) appropriate use of valid and reliable primary and secondary sources;
  - (B) use of language crafted to move a disinterested or opposing audience, using specific rhetorical appeals (e.g., ethos, pathos, logos); and
  - (C) 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.
- (13) Writing/Conventions of Language. 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. The student is expected to:
- (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).
- (14) Writing//Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. The student is expected to know and correctly and consistently use conventions of punctuation and capitalization.
- (15) Research/Research Plan. Students ask questions and develop a plan for gathering relevant print and electronic information. Students will continue to apply earlier standards with greater complexity. The student is expected to formulate research ideas, consult with others, decide upon a topic, develop a major research question, and formulate a plan for engaging in research on a multi-faceted topic in depth.
- (16) Research/Gathering Sources. Students use comprehension skills and the writing process to determine, locate, and explore the full range of relevant print and electronic sources addressing research question(s) and systematically record the information gathered. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) generate a meaningful organizational system for relevant and accurate information to support central ideas, concepts, and themes; and outline ideas into conceptual maps, timelines, etc.; and
  - (B) paraphrase, summarize, quote, and accurately cite all research to avoid plagiarism.
- (17) Research/Synthesizing, Organizing and Presenting Ideas. Students use comprehension skills and the writing process to synthesize, organize and present their ideas and information according to the purpose of the research and their audience. Students will continue to apply earlier standards with greater complexity. The student is expected to:
- (A) synthesize research, avoiding over-reliance on one source, into an extended written, oral, or media presentation that:
    - (i) collects and organizes evidence, develops a thesis that incorporates a range of multiple perspectives, and anticipates and refute counter-points; and
    - (ii) evaluates the quality of evidence and sources and utilizes a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and

- (B) use a variety of evaluative tools (e.g., rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.
- (18) 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. The student is expected to:
- (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) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.
- (19) 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. The student is 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.
- (20) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. The student is 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.