

**Heinle Cengage Learning**  
***Step By Step Writing***  
**Books 1-2**  
correlated to  
**Texas Essential Knowledge and Skills for**  
**English Language Arts and Reading (TEKS)**  
**High School**



Areas in Grey indicate no correlation was found.

TEKS	STEP BY STEP WRITING	
§110.42. English I (b) Knowledge and skills.	BOOK 1	BOOK 2
(1) <b>Writing/purposes.</b> The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:		
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(B) write in a voice and style appropriate to audience and purpose; and	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Student has opportunity to practice throughout writing activities.	Student has opportunity to practice throughout writing activities.
(2) <b>Writing/writing processes.</b> The student uses recursive writing processes when appropriate. The student is expected to:		
(A) use prewriting strategies to generate ideas, develop voice, and plan;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) proofread writing for appropriateness of organization, content, style, and conventions;	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(D) refine selected pieces frequently to publish for general and specific audiences; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(E) use technology for aspects of creating, revising, editing, and publishing.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(3) <b>Writing/grammar/usage/conventions/spelling.</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:		

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	7, 33, 43	7, 65, 79
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	122, 137	95, 157, 176
(D) produce error-free writing in the final draft.	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(4) Writing/inquiry/research.</b> The student uses writing as a tool for learning. The student is expected to:		
(A) use writing to formulate questions, refine topics, and clarify ideas;	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	76, 116	26, 42, 72, 116, 132
(C) compile information from primary and secondary sources in systematic ways using available technology;	76, 116	26, 42, 72, 116, 132
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(E) use writing as a study tool to clarify and remember information;	76, 116	26, 42, 72, 116, 132
<b>(4) Writing/inquiry/research, (cont.)</b> The student uses writing as a tool for learning. The student is expected to:		
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
<b>(5) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others. The student is expected to:		
(A) evaluate writing for both mechanics and content; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) respond productively to peer review of his/her own work.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
<b>(6) Reading/word identification/vocabulary development.</b> The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:		
(A) expand vocabulary through wide reading, listening, and discussing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;		
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(7) Reading/comprehension.</b> The student comprehends selections using a variety of strategies. The student is expected to:		
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) draw upon his/her own background to provide connection to texts;		
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;		
(D) construct images such as graphic organizers based on text descriptions and text structures;		
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;		
(F) identify main ideas and their supporting details;		
(G) summarize texts;		
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;		
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and		
(J) read silently with comprehension for a sustained period of time.		
<b>(8) Reading/variety of texts.</b> The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:		
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;		

(C) read world literature, including classic and contemporary works; and		
(D) interpret the possible influences of the historical context on a literary work.		
<b>(9) Reading/culture.</b> The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:		
(B) compare text events with his/her own and other readers' experiences.	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(10) Reading/literary response.</b> The student expresses and supports responses to various types of texts. The student is expected to:		
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) use elements of text to defend his/her own responses and interpretations; and	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(12) Reading/analysis/evaluation.</b> The student reads critically to evaluate texts. The student is expected to:		
(B) evaluate the credibility of information sources and determine the writer's motives;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and		
(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.		
<b>(13) Reading/inquiry/research.</b> The student reads in order to research self-selected and assigned topics. The student is expected to:		
(A) generate relevant, interesting, and researchable questions;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104,
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;		

(C) organize and convert information into different forms such as charts, graphs, and drawings;		106, 120, 122, 134, 136
(D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely; and		
(E) draw conclusions from information gathered.		
<b>(14) Listening/speaking/critical listening.</b> The student listens attentively for a variety of purposes. The student is expected to:		
(A) focus attention on the speaker's message;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;		
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and		
(D) formulate and provide effective verbal and nonverbal feedback.		
<b>(15) Listening/speaking/evaluation.</b> The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:		
(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;		
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;		
(D) evaluate artistic performances of peers, public presenters, and media presentations; and		
(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.		
<b>(16) Listening/speaking/purposes.</b> The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:		
(A) use the conventions of oral language effectively;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;		
(C) prepare, organize, and present a variety of informative messages effectively;		
(D) use effective verbal and nonverbal strategies in presenting oral messages;		
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and		

(F) make relevant contributions in conversations and discussions.		
<b>(17) Listening/speaking/presentations.</b> The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:		
(A) present and advance a clear thesis and support the major thesis with logical points or arguments;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) choose valid evidence, proofs, or examples to support claims;		
(C) use appropriate and effective appeals to support points or claims; and		
(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.		
<b>(18) Listening/speaking/literary interpretation.</b> The student prepares, organizes, and presents literary interpretations. The student is expected to:		
(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
<b>(21) Viewing/representing/production</b> The student produces visual representations that communicate with others. The student is expected to:		
(B) use a variety of forms and technologies such as videos, photographs, and web to communicate specific messages;	12, 38, 50	72, 102
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	10	
<b>§110.43. English II</b> (b) Knowledge and skills.	<b>BOOK 1</b>	<b>BOOK 2</b>
<b>(1) Writing/purposes.</b> The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:		
(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(B) write in a voice and a style appropriate to audience and purpose; and	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>(2) Writing/writing processes.</b> The student uses recursive writing processes when appropriate. The student is expected to:		
(A) use prewriting strategies to generate ideas, develop voice, and plan;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) proofread writing for appropriateness of organization, content, style, and conventions;	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(D) refine selected pieces frequently to publish for general and specific audiences; and		
(E) use technology for aspects of creating, revising, editing, and publishing texts.		
<b>(3) Writing/grammar/usage/conventions/spelling.</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:		
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	7, 33, 43	7, 65, 79
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	122, 137	95, 157, 176
<b>(3) Writing/grammar/usage/conventions/spelling, (cont.)</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:		
(D) produce error-free writing in the final draft.	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(4) Writing/inquiry/research.</b> The student uses writing as a tool for learning. The student is expected to:		
(A) use writing to formulate questions, refine topics, and clarify ideas;	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	76, 116	26, 42, 72, 116, 132
(C) compile information from primary and secondary sources in systematic ways using available technology;	76, 116	26, 42, 72, 116, 132
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143

(E) use writing as a study tool to clarify and remember information;	76, 116	26, 42, 72, 116, 132
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
<b>(5) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others. The student is expected to:		
(A) evaluate writing for both mechanics and content; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) respond productively to peer review of his/her own work.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
<b>(6) Reading/word identification/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
(A) expand vocabulary through wide reading, listening, and discussing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;		
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		
<b>(6) Reading/word identification/vocabulary development, (cont.).</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(7) Reading/comprehension.</b> The student comprehends selections using a variety of strategies. The student is expected to:		
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) draw upon his/her own background to provide connection with texts;		
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;		
(D) construct images such as graphic organizers based on text descriptions and text structures;		
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;		

(F) produce summaries of texts by identifying main ideas and their supporting details;		
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;		
(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and		
(I) read silently with comprehension for a sustained period of time.		
<b>(8) Reading/variety of texts.</b> The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:		
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(9) Reading/culture.</b> The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:		
(B) compare text events with his/her own and other readers' experiences.	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(10) Reading/literary response.</b> The student expresses and supports responses to various types of texts. The student is expected to:		
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) use elements of text to defend his/her own responses and interpretations; and		

<b>(12) Reading/analysis/evaluation.</b> The student reads critically to evaluate texts and the authority of sources. The student is expected to:		
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.	n/a	n/a
<b>(13) Reading/inquiry/research.</b> The student reads in order to research self-selected and assigned topics. The student is expected to:		
(A) generate relevant, interesting, and researchable questions;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		
<b>(13) Reading/inquiry/research, (cont.)</b> The student reads in order to research self-selected and assigned topics. The student is expected to:		
(D) produce reports and research projects in varying forms for audiences; and	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(E) draw conclusions from information gathered.		
<b>(14) Listening/speaking/critical listening.</b> The student listens attentively for a variety of purposes. The student is expected to:		
(A) focus attention, interpret, respond, and evaluate speaker's message; and	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) engage in critical, empathic, appreciative, and reflective listening.	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
<b>(15) Listening/speaking/evaluation.</b> The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:		

(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;		
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;		
(D) evaluate artistic performances of peers, public presenters, and media presentations; and		
(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.		
<b>(16) Listening/speaking/purposes.</b> The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:		
(A) use the conventions of oral language effectively;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;		
(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;		
(D) use effective verbal and nonverbal strategies in presenting oral messages;		
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and		
(F) make relevant contributions in conversations and discussions.		
<b>(17) Listening/speaking/presentations.</b> The student prepares and presents informative and persuasive messages. The student is expected to:		
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) choose valid proofs from reliable sources to support claims;		
(C) use appropriate appeals to support claims and arguments;		
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;		
(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and		
(F) make informed, accurate, truthful, and ethical presentations.		
<b>(18) Listening/speaking/literary interpretations.</b> The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:		

(A) make valid interpretations of a variety of literary texts;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and		
(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.		
<b>(21) Viewing/representing/production.</b> The student produces visual representations that communicate with others. The student is expected to:		
(B) use a variety of forms and technologies such as videos, photographs, and web to communicate specific messages;	12, 38, 50	72, 102
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	10	
<b>§110.44. English III</b> (b) Knowledge and skills.	<b>BOOK 1</b>	<b>BOOK 2</b>
<b>(1) Writing/purposes.</b> The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:		
(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and résumé;	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(B) write in a voice and style appropriate to audience and purpose; and	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>(2) Writing/writing processes.</b> The student uses recursive writing processes when appropriate. The student is expected to:		
(A) use prewriting strategies to generate ideas, develop voice, and plan;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) proofread writing for appropriateness of organization, content, style, and conventions;	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(D) frequently refine selected pieces to publish for general and specific audiences; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(E) use technology for aspects of creating, revising, editing, and publishing texts.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146

<b>(3) Writing/grammar/usage/conventions/spelling.</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:		
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	7, 33, 43	7, 65, 79
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	122, 137	95, 157, 176
<b>(3) Writing/grammar/usage/conventions/spelling, (cont).</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:		
(D) produce error-free writing in the final draft; and	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(4) Writing/inquiry/research.</b> The student uses writing as a tool for learning. The student is expected to:		
(A) use writing to formulate questions, refine topics, and clarify ideas;	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	76, 116	26, 42, 72, 116, 132
(C) compile information from primary and secondary sources in systematic ways using available technology;	76, 116	26, 42, 72, 116, 132
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(E) use writing as a study tool to clarify and remember information;	76, 116	26, 42, 72, 116, 132
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
<b>(5) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others. The student is expected to:		
(A) evaluate writing for both mechanics and content; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) respond productively to peer review of his/her own work.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
<b>(6) Reading/word identification/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
(A) expand vocabulary through wide reading, listening, and discussing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104,
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;		

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		106, 120, 122, 134, 136
<b>(6) Reading/word identification/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(7) Reading/comprehension.</b> The student comprehends selections using a variety of strategies. The student is expected to:		
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) draw upon his/her own background to provide connection to texts;		
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;		
(D) construct images such as graphic organizers based on text descriptions and text structures;		
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;		
(F) produce summaries of texts by identifying main ideas and their supporting details;		
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;		
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and		
(I) read silently with comprehension for a sustained period of time.		

<b>(8) Reading/variety of texts.</b> The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to:		
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(9) Reading/culture.</b> The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:		
(B) compare text events with his/her own and other readers' experiences.	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(10) Reading/literary response.</b> The student expresses and supports responses to various types of texts. The student is expected to:		
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and		

<b>(12) Reading/analysis/evaluation.</b> The student reads critically to evaluate texts and the authority of sources. The student is expected to:		
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and		
<b>(13) Reading/inquiry/research.</b> The student reads in order to research self-selected and assigned topics. The student is expected to:		
(A) generate relevant, interesting, and researchable questions;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		
(D) produce reports and research projects in varying forms for audiences; and		
(E) draw conclusions from information gathered.		
<b>(14) Listening/speaking/critical listening.</b> The student listens attentively for a variety of purposes. The student is expected to:		
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;		
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;		
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and		
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.		
<b>(15) Listening/speaking/purposes.</b> The student speaks clearly and effectively for a variety of purposes. The student is expected to:		
(A) use the conventions of oral language effectively;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104,
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;		

(C) communicate effectively in conversations and group discussions while problem solving, and planning;		120
(D) use effective verbal and nonverbal strategies in presenting oral messages;		
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and		
(F) make relevant contributions in conversations and discussions.		
<b>(16) Listening/speaking/evaluation.</b> The student evaluates and critiques oral presentations and performances. The student is expected to:		
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) apply valid criteria to analyze, evaluate, and critique literary performances;		
(C) use praise and suggestions of others to improve his/her own communication; and		
(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.		
<b>(17) Listening/speaking/presentations.</b> The student prepares, organizes, and presents informative and persuasive messages. The student is expected to:		
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) choose valid proofs from reliable sources to support claims;		
(C) use appropriate appeals to support claims and arguments;		
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;		
(E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and		
(F) make informed, accurate, truthful, and ethical presentations.		
<b>(18) Listening/speaking/literary interpretations.</b> The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:		
(A) make valid interpretations of a variety of literary texts;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and		
(C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.		

<b>(21) Viewing/representing/production.</b> The student produces visual representations that communicate with others. The student is expected to:		
(B) use a variety of forms and technologies such as videos, photographs, and web to communicate specific messages;	12, 38, 50	72, 102
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	10	
<b>§110.45. English IV</b> (b) Knowledge and skills.	<b>BOOK 1</b>	<b>BOOK 2</b>
<b>(1) Writing/purposes.</b> The student writes in a variety of forms. The student is expected to:		
(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(C) write in a voice and style appropriate to audience and purpose;	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(E) employ precise language to communicate ideas clearly and concisely; and	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
<b>(2) Writing/writing processes.</b> The student uses recursive writing processes when appropriate. The student is expected to:		
(A) use prewriting strategies to generate ideas, develop voice, and plan;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;	8, 34, 46, 60, 112	60, 61, 82, 87, 88, 90, 91, 96-102, 104, 105, 108, 110-116
(E) revise drafts by rethinking content organization and style to better accomplish the task;	11, 23, 37, 49, 63, 75, 89, 101, 115, 127	11, 25, 41, 55, 71, 85, 101, 115, 131, 145
(F) use effective sequences and transitions to achieve coherence and meaning;	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.
(G) use technology for aspects of creating, revising, editing, and publishing texts; and	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146

(H) refine selected pieces to publish for general and specific audiences.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
<b>(3) Writing/grammar/usage/conventions/spelling.</b> The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:		
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	7, 33, 43	7, 65, 79
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	122, 137	95, 157, 176
(D) produce error-free writing in the final draft; and	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
<b>(4) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research. The student is expected to:		
(A) use writing to formulate questions, refine topics, and clarify ideas;	Students have opportunity to practice in Writing Activities.	Students have opportunity to practice in Writing Activities.
(B) use writing to discover, record, review, and learn;	76, 116	26, 42, 72, 116, 132
(C) use writing to organize and support what is known and what needs to be learned about a topic;	76, 116	26, 42, 72, 116, 132
(D) compile information from primary and secondary sources using available technology;	76, 116	26, 42, 72, 116, 132
(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;	10, 22, 36, 48, 62, 74, 88, 100, 114, 126	10, 22, 23, 38, 39, 52, 53, 68, 69, 82, 83, 98, 99, 112, 113, 128, 129, 142, 143
(F) link related information and ideas from a variety of sources;	76, 116	26, 42, 72, 116, 132
(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	8, 34, 46, 112	60, 61, 90, 91, 96-102, 104, 105, 108, 110-116
(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	Student has opportunity to practice throughout Writing activities.	Student has opportunity to practice throughout Writing activities.

<b>(5) Writing/analysis.</b> The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The student is expected to:		
(B) correspond with other writers electronically and in conventional ways;	90, 102	42
(C) collaborate with other writers; and	25, 51, 77, 103, 129	27, 57, 87, 117, 147
<b>(6) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others. The student is expected to:		
(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and	8, 20, 34, 46, 60, 72, 86, 98, 112, 124	8, 20, 36, 50, 66, 80, 96, 110, 126, 140
(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.	12, 24, 38, 50, 64, 76, 90, 102, 116, 128	12, 26, 42, 56, 72, 86, 102, 116, 132, 146
<b>(7) Reading/word identification/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:		
(A) expand vocabulary through wide reading, listening, and discussing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;		
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;		
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136

<b>(8) Reading/comprehension.</b> The student comprehends selections using a variety of strategies. The student is expected to:		
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) draw upon his/her own background to provide connection to texts;		
(C) monitor his/her own reading strategies and modify when necessary;		
(D) construct images such as graphic organizers based on text descriptions and text structures;		
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;		
(F) produce summaries of texts by identifying main idea and supporting detail;		
(G) draw inferences and support them with textual evidence and experience;		
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and		
(I) read silently with comprehension for a sustained period of time.		
<b>(9) Reading/variety of texts.</b> The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The student is expected to:		
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136

<b>(10) Reading/culture.</b> The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:		
(B) compare text events with his/her own and other readers' experiences; and	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(11) Reading/literary response.</b> The student expresses and supports responses to various types of texts. The student is expected to:		
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) use elements of text to defend, clarify, and negotiate responses and interpretations;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(D) evaluate text through critical analysis.	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
<b>(13) Reading/analysis/evaluation.</b> The student reads critically to evaluate texts and the authority of sources. The student is expected to:		
(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;		
(C) recognize logical, deceptive, and/or faulty modes of persuasion in text;		
(D) apply modes of reasoning such as induction and deduction to think critically;		
(E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and		

(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.		
<b>(14) Reading/inquiry/research.</b> The student uses reading and research skills to develop self-selected topics. The student is expected to:		
(A) generate relevant, interesting, and researchable questions;	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 2, 14, 28, 40, 54, 66, 80, 92, 106, 118	Reading and assessment of reading opportunities are found throughout the textbook in <i>Reading &amp; Vocabulary Activities</i> : e.g., 44, 46, 60, 62, 74, 76, 90, 92, 104, 106, 120, 122, 134, 136
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		
(D) evaluate the credibility of information sources and their appropriateness for varied needs;		
(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;		
<b>(14) Reading/inquiry/research, (cont.).</b> The student uses reading and research skills to develop self-selected topics. The student is expected to:		
(F) produce research projects and reports in varying forms for audiences; and		
(G) draw relevant questions for further study from the research findings or conclusions.		
<b>(15) Listening/speaking/critical listening.</b> The student listens attentively for a variety of purposes. The student is expected to:		
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;		
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;		
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and		
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.		
<b>(16) Listening/speaking/purposes.</b> The student speaks clearly and effectively for a variety of purposes. The student is expected to:		
(A) use conventions of oral language effectively, including word choice, grammar, and diction;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i>	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i>

(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;	sections of each chapter: e.g., 118	sections of each chapter: e.g., 44, 74, 104, 120
(C) respond appropriately to the opinions and views of others;		
(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;		
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;		
(F) make relevant contributions in conversations and discussions;		
(G) express and defend a point of view using precise language and appropriate detail; and		
(H) speak responsibly to present accurate, truthful, and ethical messages.		
<b>(17) Listening/speaking/presentations.</b> The student prepares, organizes, and presents oral messages. The student is expected to:		
(A) present clear thesis statements and claims;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) support major thesis with logical points or arguments;		
(C) choose valid evidence or proofs to support claims;		
(D) use effective appeals to support points, claims, or arguments;		
(E) use language and rhetorical strategies skillfully in informative and persuasive messages;		
(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances;		
(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; and		
(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.		
<b>(18) Listening/speaking/evaluation.</b> The student evaluates and critiques oral presentations and performances. The student is expected to:		
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 118	Teacher can assess Listening/Speaking through discussion activities in <i>Reading</i> sections of each chapter: e.g., 44, 74, 104, 120
(B) apply valid criteria to analyze, evaluate, and critique literary performances;		
(C) use praise and suggestions of others to improve his/her own communication; and		

(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.		
<b>(21) Viewing/representing/production</b> The student produces visual representations that communicate with others. The student is expected to:		
(B) use a variety of forms and technologies such as videos, photographs, and web to communicate specific messages;	12, 38, 50	72, 102
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	10	