



Vertical Alignment

English Language Arts and Reading

**English III, High School Courses
Research**

English II	English III	English IV
Introduction		
<p>§110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.30 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010.</p>	<p>§110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.30 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.</p>	<p>§110.30. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, High School, Beginning with School Year 2009-2010.</p> <p><i>Source: The provisions of this §110.30 adopted to be effective September 4, 2008, 33 TexReg 7162; amended to be effective February 22, 2010, 35 TexReg 1462.</i></p> <p>§110.34. English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010.</p>
<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>	<p>The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language</p>

English II	English III	English IV
skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.	skills. Students should read and write on a daily basis.
For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	<p>English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>
<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>
During initial stages of English development, ELLs are	During initial stages of English development, ELLs are	During initial stages of English development, ELLs are

English II	English III	English IV
<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	<p>expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Research/Research Plan.</p>		

English II	English III	English IV
<p>E2.20 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>	<p>E3.20 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>	<p>E4.20 <i>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</i></p>
<p>TxCCRS <i>A. Formulate topic and questions.</i></p>	<p>TxCCRS <i>A. Formulate topic and questions.</i></p>	<p>TxCCRS <i>A. Formulate topic and questions.</i></p>
<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>	<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>	<p>C3 <i>Refine research topic based on preliminary research and devise a timeline for completing work.</i></p>
<hr/>		
<p>E2.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</p> <p>Brainstorm, Consult with others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>A MAJOR RESEARCH QUESTION TO ADDRESS THE MAJOR RESEARCH TOPIC</p> <p>Major research question – one clear, significant, researchable question that can be discussed and</p>	<p>E3.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</p> <p>Brainstorm, Consult with others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>A MAJOR RESEARCH QUESTION TO ADDRESS THE MAJOR RESEARCH TOPIC</p> <p>Major research question – one clear, significant, researchable question that can be discussed and</p>	<p>E4.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.</p> <p>Brainstorm, Consult with others, Decide</p> <p>UPON A TOPIC</p> <p>Brainstorming – a technique in which many ideas are generated quickly and without judgment or evaluation, usually as part of a problem-solving process or to inspire creative thinking. Brainstorming may be done in a classroom, with a small group, or individually.</p> <p>Formulate</p> <p>A MAJOR RESEARCH QUESTION TO ADDRESS THE MAJOR RESEARCH TOPIC</p> <p>Major research question – one clear, significant, researchable question that can be discussed and</p>

English II

Follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.

Follow

THE RESEARCH PLAN

To compile

DATA FROM AUTHORITATIVE SOURCES IN A MANNER THAT IDENTIFIES THE MAJOR ISSUES AND DEBATES WITHIN THE FIELD OF INQUIRY

Authoritative sources – sources written by reliable people who have the proper education, experience, and credentials on a topic or issue

Including, but not limited to:

- Use relevant sources
- Use source materials ethically
- Make logical connections among ideas within and across two or more sources
- Support the findings with text evidence

English III

Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.

Follow

THE RESEARCH PLAN

To gather

EVIDENCE FROM EXPERTS ON THE TOPIC AND TEXTS WRITTEN FOR INFORMED AUDIENCES IN THE FIELD

Including, but not limited to:

- Use source materials ethically
- Use authoritative sources

Distinguish

BETWEEN RELIABLE AND UNRELIABLE SOURCES AND AVOIDING OVER-RELIANCE ON ONE SOURCE

Including, but not limited to:

- Evaluate for content
- Evaluate for purpose
- Evaluate the author's credibility
- Evaluate the data
- Evaluate Internet sources – check the URL for the following endings: com, edu, org
- Evaluate Internet sources for purpose

TxCCRS Note:

V. Research – B1 – Gather relevant sources.

English IV

Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.

Follow

THE RESEARCH PLAN

To gather

EVIDENCE FROM EXPERTS ON THE TOPIC AND TEXTS WRITTEN FOR INFORMED AUDIENCES IN THE FIELD

Including, but not limited to:

- Use source materials ethically
- Use authoritative sources

Distinguish

BETWEEN RELIABLE AND UNRELIABLE SOURCES AND AVOIDING OVER-RELIANCE ON ONE

SOURCE

Including, but not limited to:

- Evaluate for content
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- Evaluate the author's credibility
- Evaluate the data
- Evaluate Internet sources – check the URL for the following endings: com, edu, org
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English II	English III	English IV
	<p><i>V. Research – B2 – Evaluate the validity and reliability of sources.</i></p>	
<p>E2.21B Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).</p> <p>Organize</p> <p>INFORMATION GATHERED FROM MULTIPLE SOURCES</p> <p>To create</p> <p>A VARIETY OF GRAPHICS AND FORMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Notes • Learning logs <p>Other possible examples:</p> <ul style="list-style-type: none"> • Outlines • Concept maps • Charts • Diagrams • Timelines 	<p>E3.21B Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.</p> <p>Systematically organize</p> <p>RELEVANT AND ACCURATE INFORMATION</p> <p>To support</p> <p>CENTRAL IDEAS, CONCEPTS, AND THEMES</p> <p>Outline</p> <p>IDEAS INTO CONCEPTUAL MAPS, TIMELINES, AND SEPARATE FACTUAL DATA FROM COMPLEX INFERENCE</p>	<p>E4.21B Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.</p> <p>Systematically organize</p> <p>RELEVANT AND ACCURATE INFORMATION</p> <p>To support</p> <p>CENTRAL IDEAS, CONCEPTS, AND THEMES</p> <p>Outline</p> <p>IDEAS INTO CONCEPTUAL MAPS, TIMELINES, AND SEPARATE FACTUAL DATA FROM COMPLEX INFERENCE</p>
<p>E2.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).</p>	<p>E3.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number),</p>	<p>E4.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number),</p>

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<p>Paraphrase, Summarize, Quote, Accurately Cite</p> <p>ALL RESEARCHED INFORMATION ACCORDING TO A STANDARD FORMAT</p> <p>Possible examples of standard formats:</p> <ul style="list-style-type: none"> • Bibliography • MLA style format • CMS format • APA style format • Use of an online citation generator to develop a bibliography or works cited 	<p>differentiating among primary, secondary, and other sources.</p> <p>Paraphrase, Summarize, Quote, Accurately Cite</p> <p>ALL RESEARCHED INFORMATION ACCORDING TO A STANDARD FORMAT</p> <p>Possible examples of standard formats:</p> <ul style="list-style-type: none"> • MLA style format • CMS format • APA style format • Use of an online citation generator to develop a bibliography or works cited <p>Differentiating</p> <p>AMONG PRIMARY, SECONDARY, AND OTHER SOURCES</p> <p>Primary source – a source from the time in which an event being studied occurred and created by someone who was present at the event. Examples of primary source documents include letters, speeches, diaries, surveys, fieldwork, and personal interviews.</p> <p>Secondary source – a source that is a step removed from the original accounts of an event or experience</p> <p>TxCCRS Note: V. Research – B3 – Synthesize and organize information effectively.</p> <p>V. Research – B4 – Use source material ethically.</p>	<p>differentiating among primary, secondary, and other sources.</p> <p>Paraphrase, Summarize, Quote, Accurately Cite</p> <p>ALL RESEARCHED INFORMATION ACCORDING TO A STANDARD FORMAT</p> <p>Possible examples of standard formats:</p> <ul style="list-style-type: none"> • MLA style format • CMS format • APA style format • Use of an online citation generator to develop a bibliography or works cited <p>Differentiating</p> <p>AMONG PRIMARY, SECONDARY, AND OTHER SOURCES</p> <p>Primary source – a source from the time in which an event being studied occurred and created by someone who was present at the event. Examples of primary source documents include letters, speeches, diaries, surveys, fieldwork, and personal interviews.</p> <p>Secondary source – a source that is a step removed from the original accounts of an event or experience</p>

English II	English III	English IV
Research/Synthesizing Information.		
<p>E2.22 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>	<p>E3.22 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>	<p>E4.22 <i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i></p>
<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>	<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>	<p>B2 <i>Evaluate the validity and reliability of sources.</i></p>
<p>B3 <i>Synthesize and organize information effectively.</i></p>	<p>B3 <i>Synthesize and organize information effectively.</i></p>	<p>B3 <i>Synthesize and organize information effectively.</i></p>
<p>E2.22A Modify the major research question as necessary to refocus the research plan.</p> <p>Modify</p> <p>THE MAJOR RESEARCH QUESTION AS NECESSARY</p> <p>To refocus</p> <p>THE RESEARCH PLAN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the research question Determine the type of information needed to answer the research question 	<p>E3.22A Modify the major research question as necessary to refocus the research plan.</p> <p>Modify</p> <p>THE MAJOR RESEARCH QUESTION AS NECESSARY</p> <p>To refocus</p> <p>THE RESEARCH PLAN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the research question Determine the type of information needed to answer the research question 	<p>E4.22A Modify the major research question as necessary to refocus the research plan.</p> <p>Modify</p> <p>THE MAJOR RESEARCH QUESTION AS NECESSARY</p> <p>To refocus</p> <p>THE RESEARCH PLAN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate the research question Determine the type of information needed to answer the research question
<p>E2.22B Evaluate the relevance of information to the topic</p>	<p>E3.22B Differentiate between theories and the evidence</p>	<p>E4.22B Differentiate between theories and the evidence</p>

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<p>and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.</p> <p>Evaluate</p> <p>THE RELEVANCE OF INFORMATION TO THE TOPIC</p> <p>Determine</p> <p>THE RELIABILITY, VALIDITY, AND ACCURACY OF SOURCES (INCLUDING INTERNET SOURCES) BY EXAMINING THEIR AUTHORITY AND OBJECTIVITY</p> <p>Valid source – a correct and truthful source. Some questions useful for evaluating validity of a source might be: <i>Does the author present facts with supporting evidence? Does the information in this source match information in other sources?</i></p> <p>Reliable source – credible or believable source. Some questions to evaluate credibility might be: <i>Is the author a respected authority on the subject? Does the author support opinions with strong argumentation and reasoning? How current is the information?</i></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Evaluate accuracy by examining the list of sources for credibility and authority, and objectivity to determine their validity <p>Questions for the examination of authority:</p>	<p>that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.</p> <p>Differentiate</p> <p>BETWEEN THEORIES AND THE EVIDENCE THAT SUPPORTS THEM</p> <p>Theory – any systematic and coherent collection of ideas that relate to a specific subject</p> <p>Evidence – everything that is used to determine or demonstrate the truth about an assertion</p> <p>Determine</p> <p>WHETHER THE EVIDENCE FOUND IS WEAK OR STRONG AND HOW THAT EVIDENCE HELPS CREATE A COGENT ARGUMENT</p>	<p>that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.</p> <p>Differentiate</p> <p>BETWEEN THEORIES AND THE EVIDENCE THAT SUPPORTS THEM</p> <p>Theory – any systematic and coherent collection of ideas that relate to a specific subject</p> <p>Evidence – everything that is used to determine or demonstrate the truth about an assertion</p> <p>Determine</p> <p>WHETHER THE EVIDENCE FOUND IS WEAK OR STRONG AND HOW THAT EVIDENCE HELPS CREATE A COGENT ARGUMENT</p>

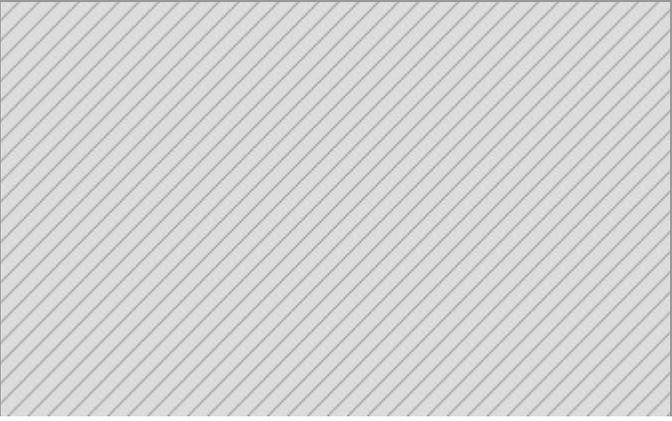
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<ul style="list-style-type: none"> • Is the author's name clearly visible? • Is there a link to the author's e-mail address? • What are the author's credentials to write about the chosen topic? • Does the author belong to an organization? • If the page is authored by an organization, what additional information is made available about them? <p>URL domain extensions:</p> <ul style="list-style-type: none"> • Signal type of organization responsible for the source (e.g., edu- education, gov-government, org-organization, com-commercial, net-network infrastructures) • Look at the web address to find the source of information and the server on which it resides • Is the site designed to sell, inform, or persuade visitors? • Does the site promote the opinions of a specific group? • Is there advertising on the page? <ul style="list-style-type: none"> • Can the advertising be easily distinguished from the information content? <p>Note: Accuracy is determined by the authority and objectivity of the sources.</p>		
<p>E2.22C Critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>E3.22C Critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>E4.22C Critique the research process at each step to implement changes as the need occurs and is identified.</p>

English II	English III	English IV
<p>Critique</p> <p>THE RESEARCH PROCESS AT EACH STEP</p> <p>To implement</p> <p>CHANGES AS THE NEED OCCURS AND IS IDENTIFIED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Review and analyze critically each step of the research process • Look critically at your claims • Evaluate the research methods • Look for possible problems with (or applications of) the researchers' claims 	<p>Critique</p> <p>THE RESEARCH PROCESS AT EACH STEP</p> <p>To implement</p> <p>CHANGES AS THE NEED OCCURS AND IS IDENTIFIED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Review and analyze critically each step of the research process • Look critically at your claims • Evaluate the research methods • Look for possible problems with (or applications of) the researchers' claims 	<p>Critique</p> <p>THE RESEARCH PROCESS AT EACH STEP</p> <p>To implement</p> <p>CHANGES AS THE NEED OCCURS AND IS IDENTIFIED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Review and analyze critically each step of the research process • Look critically at your claims • Evaluate the research methods • Look for possible problems with (or applications of) the researchers' claims
Research/Organizing and Presenting Ideas.		
<p>E2.23</p> <p>Research/Organizing and Presenting Ideas. <i>Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</i></p> <p>Synthesize</p> <p>THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:</p>	<p>E3.23</p> <p>Research/Organizing and Presenting Ideas. <i>Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</i></p> <p>Synthesize</p> <p>THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:</p>	<p>E4.23</p> <p>Research/Organizing and Presenting Ideas. <i>Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</i></p> <p>Synthesize</p> <p>THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:</p>
<p>TxCCRS C.Produce and design a document.</p>	<p>TxCCRS C.Produce and design a document.</p>	<p>TxCCRS C.Produce and design a document.</p>

English II	English III	English IV
<p>E2.23A Marshals evidence in support of a clear thesis statement and related claims.</p> <p>Marshals</p> <p>EVIDENCE IN SUPPORT OF A CLEAR THESIS STATEMENT AND RELATED CLAIMS</p> <p>Marshal evidence – a term that implies the gathering, organizing, and categorizing of evidence that answers a question or supports conclusions</p> <p>Thesis – a statement or premise supported by arguments</p>	<p>E3.23C Develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments.</p> <p>Develops</p> <p>AN ARGUMENT</p> <p>That incorporates</p> <p>THE COMPLEXITIES OF AND DISCREPENCIES IN INFORMATION FROM MULTIPLE SOURCES AND PERSPECTIVES WHILE ANTICIPATING AND REFUTING COUNTER-ARGUMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Propose a thesis and offer reasoning, using evidence from multiple sources and perspectives that suggest why the thesis is true To counter-argue, consider a possible argument against the thesis or some aspect of the reasoning and use supporting evidence to negate that argument <p>TxCCRS Note: <i>CDS I. Key Cognitive Skills – F2 – Evaluate sources for quality of content, validity, credibility, and relevance.</i></p> <p><i>CDS I. Key Cognitive Skills – F3 – Include the ideas of others and the complexities of the debate, issue, or problem.</i></p>	<p>E4.23C Develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments.</p> <p>Develops</p> <p>AN ARGUMENT</p> <p>That incorporates</p> <p>THE COMPLEXITIES OF AND DISCREPENCIES IN INFORMATION FROM MULTIPLE SOURCES AND PERSPECTIVES WHILE ANTICIPATING AND REFUTING COUNTER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Propose a thesis and offer reasoning, using evidence from multiple sources and perspectives that suggest why the thesis is true To counter-argue, consider a possible argument against the thesis or some aspect of the reasoning and use supporting evidence to negate that argument

English II	English III	English IV
<p>E2.23B Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.</p> <p>Provides</p> <p>AN ANALYSIS FOR THE AUDIENCE</p> <p>That reflects</p> <p>A LOGICAL PROGRESSION OF IDEAS AND CLEARLY STATED POINT OF VIEW</p>	<p>E3.23A Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.</p> <p>Provides</p> <p>AN ANALYSIS</p> <p>That supports, develops</p> <p>PERSONAL OPINIONS, AS OPPOSED TO SIMPLY RESTATING EXISTING INFORMATION</p> <p>TxCCRS Note: <i>CDS I. Key Cognitive Skills – B2 – Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.</i></p> <p><i>CDS I. Key Cognitive Skills – B3 – Gather evidence to support arguments, findings, or lines of reasoning.</i></p>	<p>E4.23A Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.</p> <p>Provides</p> <p>AN ANALYSIS</p> <p>That supports, develops</p> <p>PERSONAL OPINIONS, AS OPPOSED TO SIMPLY RESTATING EXISTING INFORMATION</p>
<p>E2.23C Uses graphics and illustrations to help explain concepts where appropriate.</p> <p>Uses</p> <p>GRAPHICS AND ILLUSTRATIONS</p> <p>Possible examples of graphics:</p> <ul style="list-style-type: none"> • Maps • Charts • Schematics • Illustrations • Graphs 	<p>E3.23B Uses a variety of formats and rhetorical strategies to argue for the thesis.</p> <p>Uses</p> <p>A VARIETY OF FORMATS AND RHETORICAL STRATEGIES</p> <p>Possible examples of rhetorical strategies:</p> <ul style="list-style-type: none"> • Logos (logical appeal based on reason; often depends on the use of inductive or deductive reasoning) • Pathos (emotional appeal based on an 	<p>E4.23B Uses a variety of formats and rhetorical strategies to argue for the thesis.</p> <p>Uses</p> <p>A VARIETY OF FORMATS AND RHETORICAL STRATEGIES</p> <p>Possible examples of rhetorical strategies:</p> <ul style="list-style-type: none"> • Logos (logical appeal based on reason; often depends on the use of inductive or deductive reasoning) • Pathos (emotional appeal based on an

English II	English III	English IV
<ul style="list-style-type: none"> • Timelines • Tables • Diagrams <p>To help explain</p> <p>CONCEPTS WHERE APPROPRIATE</p>	<p>audience's needs, values, and emotional sensibilities)</p> <ul style="list-style-type: none"> • Ethos (ethical appeal based on the character, credibility, or reliability of the writer) <p>To argue</p> <p>FOR THE THESIS</p> <p>Thesis – a statement or premise supported by arguments</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written presentation • Oral presentation 	<p>audience's needs, values, and emotional sensibilities)</p> <ul style="list-style-type: none"> • Ethos (ethical appeal based on the character, credibility, or reliability of the writer) <p>To argue</p> <p>FOR THE THESIS</p> <p>Thesis – a statement or premise supported by arguments</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written presentation • Oral presentation
<p>E2.23D</p> <p>Uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research.</p> <p>Uses</p> <p>A VARIETY OF EVALUATIVE TOOLS</p> <p>To examine</p> <p>THE QUALITY OF RESEARCH</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Self-made rubrics • Peer reviews • Teacher and expert evaluations 		
E2.23E	E3.23D	E4.23D

English II	English III	English IV
<p>Uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p> <p>Uses</p> <p>A STYLE MANUAL</p> <p>Possible examples of style manuals:</p> <ul style="list-style-type: none"> • MLA style format • CMS format • APA style format <p>To document</p> <p>SOURCES AND FORMAT WRITTEN MATERIALS</p>	<p>Uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p> <p>Uses</p> <p>A STYLE MANUAL</p> <p>Possible examples of style manuals:</p> <ul style="list-style-type: none"> • MLA style format • CMS format • APA style format <p>To document</p> <p>SOURCES AND FORMAT WRITTEN MATERIALS</p>	<p>Uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.</p> <p>Uses</p> <p>A STYLE MANUAL</p> <p>Possible examples of style manuals:</p> <ul style="list-style-type: none"> • MLA style format • CMS format • APA style format <p>To document</p> <p>SOURCES AND FORMAT WRITTEN MATERIALS</p>
	<p>E3.23E</p> <p>Is of sufficient length and complexity to address the topic.</p> <p>Is of</p> <p>SUFFICIENT LENGTH AND COMPLEXITY</p> <p>To address</p> <p>THE TOPIC</p>	<p>E4.23E</p> <p>Is of sufficient length and complexity to address the topic.</p> <p>Is of</p> <p>SUFFICIENT LENGTH AND COMPLEXITY</p> <p>To address</p> <p>THE TOPIC</p>

Bold black text in italics: Knowledge and Skills Statement (TEKS) and Texas College and Career Readiness Standard (TxCCRS)

Bold black text: Student Expectation (TEKS)

Bold red text in italics: Student Expectation identified by TEA as a Readiness Standard for STAAR

Bold green text in italics: Student Expectation identified by TEA as a Supporting Standard for STAAR

Blue text: Supporting information / Clarifications from TCMPC (Specificity)

Blue text: Standards for Ensuring Success from Kindergarten to College and Career Spring 2012 Update, 2012 Texas Education Agency/University of Texas System

