

P-16 College & Career Readiness Standards Alignment

Course: College Preparatory English Language Arts – Integrated Reading & Writing						
Course Description: This course integrates critical reading and academic writing skills. Successful completion of this course fulfills TSI requirements for reading and/or writing.						
College & Career Readiness Standard (CCRS)	CCRS Key Content	CCRS Organizing Component	CCRS Performance Expectation	Academic Course Guide Manual (ACGM) Learning Outcome	Texas Essential Knowledge and Skills (TEKS) – English IV	Texas Success Initiative (TSI) Test Content Alignment
I.A.1	Writing	Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.	Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	<p>5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.</p> <p>6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.</p> <p>1. Demonstrate knowledge of individual and collaborative writing processes. (ENGL 1301)</p> <p>2. Develop ideas with appropriate support and attribution. (ENGL 1301)</p> <p>3. Write in a style appropriate to audience and purpose. (ENGL 1301)</p>	<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p> <p>(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> <p>(D) information on the complete range of relevant perspectives;</p>	Writing Strand: Writeplacer (1 constructed response essay)

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I.A.2	Writing	Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.	Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	<p>7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.</p> <p>1. Demonstrate knowledge of individual and collaborative writing processes. (ENGL 1301)</p> <p>2. Develop ideas with appropriate support and attribution. (ENGL 1301)</p>	<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences;</p>	Writing Strand: Writeplacer (1 constructed response essay)
I.A.3	Writing	Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.	Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.	<p>2. Describe and apply insights gained from reading and writing a variety of texts</p> <p>8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.</p>	<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are</p>	Writing Strand: Writeplacer (1 constructed response essay)

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				<p>1. Demonstrate knowledge of individual and collaborative writing processes. (ENGL 1301)</p> <p>2. Develop ideas with appropriate support and attribution. (ENGL 1301)</p>	<p>expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas; (v) relevant and substantial evidence and well-chosen details; and (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p>	
I.A.4	Writing	Compose a variety of texts that demonstrate clear focus, the	Recognize the importance of revision as the key to effective	2. Comprehend and use vocabulary effectively in oral	<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical</p>	Writing Strand: Essay Revision (33% of item pool)

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		logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.	writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	<p>communication, reading, and writing.</p> <p>9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.</p> <p>1. Demonstrate knowledge of individual and collaborative writing processes. (ENGL 1301)</p> <p>2. Develop ideas with appropriate support and attribution. (ENGL 1301)</p> <p>5. Use Edited American English in academic essays. (ENGL 1301)</p>	<p>purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p>	<p>Writing Strand: Sentence Structure (24% of item pool)</p> <p>Writing Strand: Sentence Logic (26% of item pool)</p> <p>Writing Strand: Agreement (17% of item pool)</p>
I.A.5	Writing	Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized	Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	<p>10. Recognize and apply the conventions of standard English in reading and writing.</p> <p>1. Demonstrate</p>	<p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(D) edit drafts for grammar, mechanics, and spelling;</p> <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	<p>Writing Strand: Essay Revision (33% of item pool)</p> <p>Writing Strand: Sentence Structure (24%</p>

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		paragraphs, and the use of appropriate language that advances the author's purpose.		<p>knowledge of individual and collaborative writing processes. (ENGL 1301)</p> <p>2. Develop ideas with appropriate support and attribution. (ENGL 1301)</p> <p>5. Use Edited American English in academic essays. (ENGL 1301)</p>	<p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p>	<p>of item pool)</p> <p>Writing Strand: Sentence Logic (26% of item pool)</p> <p>Writing Strand: Agreement (17% of item pool)</p>
II.A.1	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Use effective reading strategies to determine a written work's purpose and intended audience.	<p>1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.</p> <p>3. Identify and analyze the audience, purpose, and message across a variety of texts.</p> <p>4. Read, reflect, and respond critically to a variety of texts. (ENGL 1301)</p>	<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p>	

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II.A.2	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Use text features and graphics to form an overview of informational texts and to determine where to locate information.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.	(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations. (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
II.A.3	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Identify explicit and implicit textual information including main ideas and author's purpose.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 3. Identify and analyze the audience, purpose, and message across a variety of texts.	(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	Reading Strand: Literary Analysis (29% of item pool) Reading Strand: Main Idea and Supporting Details (22% of item pool) Reading Strand: Inferences in a Text or Texts (24% of item pool) Reading Strand: Author's Use of Language (25% of item pool)
II.A.4	Reading	Locate explicit textual	Draw and support complex	1. Locate explicit textual	8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the	Reading Strand: Literary Analysis

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		information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 4. Describe and apply insights gained from reading and writing a variety of texts.	author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose. (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion; (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. Fig. 19B Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); (B) make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.	(29% of item pool) Reading Strand: Inferences in a Text or Texts (24% of item pool)
II.A.5	Reading	Locate explicit textual information, draw complex inferences, and	Analyze the presentation of information and the strength and quality of	1. Locate explicit textual information, draw complex inferences, and	(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the	Reading Strand: Author's Use of Language (25% of item pool)

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		analyze and evaluate the information within and across texts of varying lengths.	evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and (B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose;	
II.A.6	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Analyze imagery in literary texts.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	Fig. 19B - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images);	Reading Strand: Literary Analysis (29% of item pool)
II.A.7	Reading	Locate explicit textual information, draw complex inferences, and analyze and	Evaluate the use of both literal and figurative language to inform and	1. Locate explicit textual information, draw complex inferences, and describe, analyze,	(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	Reading Strand: Literary Analysis (29% of item pool) Reading Strand:

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		evaluate the information within and across texts of varying lengths.	shape the perceptions of readers.	and evaluate the information within and across multiple texts of varying lengths. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.		Main Idea and Supporting Details (22% of item pool) Reading Strand: Inferences in a Text or Texts (24% of item pool) Reading Strand: Author's Use of Language (25% of item pool)
II.A.8	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Compare and analyze how generic features are used across texts.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions;	
II.A.9	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information	Identify and analyze the audience, purpose, and message of an informational or persuasive text.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within	8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	Reading Strand: Literary Analysis (29% of item pool) Reading Strand: Inferences in a Text or Texts

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		within and across texts of varying lengths.		and across multiple texts of varying lengths. 3. Identify and analyze the audience, purpose, and message across a variety of texts.	(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: (A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text;	(24% of item pool) Reading Strand: Author's Use of Language (25% of item pool)
II.A.10	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.	Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction. (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works. Fig. 19B - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images);	Reading Strand: Literary Analysis (29% of item pool)
II.A.11	Reading	Locate explicit textual information, draw complex inferences, and analyze and evaluate the information	Identify, analyze, and evaluate similarities and differences in how multiple texts present information,	1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) compare and contrast works of literature that express a universal theme; (B) compare and contrast the similarities and differences in classical plays	Reading Strand: Inferences in a Text or Texts (24% of item pool)

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Course Description: This course integrates critical reading and academic writing skills. Successful completion of this course fulfills TSI requirements for reading and/or writing.						
College & Career Readiness Standard (CCRS)	CCRS Key Content	CCRS Organizing Component	CCRS Performance Expectation	Academic Course Guide Manual (ACGM) Learning Outcome	Texas Essential Knowledge and Skills (TEKS) – English IV	Texas Success Initiative (TSI) Test Content Alignment
		within and across texts of varying lengths.	argue a position, or relate a theme.	and across multiple texts of varying lengths. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations. 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	with their modern day novel, play, or film versions; (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints; (D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	
II.B.1	Reading	Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	Identify new words and concepts acquired through study of their relationships to other words and concepts.	2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. 4. Describe and apply insights gained from reading and writing a variety of texts.	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; (C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);	Reading Strand: Literary Analysis (29% of item pool) Reading Strand: Main Idea and Supporting Details (22% of item pool) Reading Strand: Inferences in a Text or Texts (24% of item pool) Reading Strand: Author's Use of Language (25% of item pool)
II.B.2	Reading	Understand new vocabulary and	Apply knowledge of	2. Comprehend and use	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected	

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		concepts and use them accurately in reading, speaking, and writing.	roots and affixes to infer the meanings of new words.	vocabulary effectively in oral communication, reading, and writing.	to: (A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
II.B.3	Reading	Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	Use reference guides to confirm the meanings of new words or concepts.	2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.	(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
II.C.1	Reading	Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.	Read a wide variety of texts from American, European, and world literatures.	4. Describe and apply insights gained from reading and writing a variety of texts. 4. Read, reflect, and respond critically to a variety of texts. (ENGL 1301)	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods. (4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods. (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (D) demonstrate familiarity with works of fiction by British authors from each major literary period.	

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II.C.2	Reading	Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.	Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	4. Describe and apply insights gained from reading and writing a variety of texts. 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction; (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; (C) compare and contrast the effects of different forms of narration across various genres of fiction;	
II.C.3	Reading	Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.	Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	4. Describe and apply insights gained from reading and writing a variety of texts.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	
II.C.4	Reading	Describe, analyze, and evaluate information within and across literary and other texts from a variety of	Analyze and compare the use of language in literary works from a variety of world cultures.	4. Describe and apply insights gained from reading and writing a variety of texts. 6. Determine and use effective	Alignment in English I and II to TEKS 2c. No alignment with English III or IV.	

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		cultures and historical periods.		approaches and rhetorical strategies for given reading and writing situations.		
II.D.1	Reading	Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.	Describe insights gained about oneself, others, or the world from reading specific texts.	6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations. 4. Describe and apply insights gained from reading and writing a variety of texts.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time. (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; Fig. 19b - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to: (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images);	
II.D.2	Reading	Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.	Analyze the influence of myths folktales, fables, and classical literature from a variety of world cultures on later literature and film.	6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and	
III.A.1	Speaking	Understand the elements of	Understand how style and		(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply	

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		communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).	content of spoken language varies in different contexts and influences the listener's understanding.		earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
III.A.2	Speaking	Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).	Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.		(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
III.B.1	Speaking	Develop effective speaking styles for both group and one-on-one situations.	Participate actively and effectively in one-on-one oral communication situations.		None.	
III.B.2	Speaking	Develop effective speaking styles for both group and one-on-one situations.	Participate actively and effectively in group discussions.		(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	
III.B.3	Speaking	Develop	Plan and deliver		(25) Listening and Speaking/Speaking. Students speak clearly and to the	

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		effective speaking styles for both group and one-on-one situations.	focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.		point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
IV.A.1	Listening	Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Analyze and evaluate the effectiveness of a public presentation.		(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	
IV.A.2	Listening	Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Interpret a speaker's message; identify the position taken and the evidence in support of that position.		(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;	
IV.A.3	Listening	Apply listening skills as an individual and as a member of a group in a	Use a variety of strategies to enhance listening comprehension		(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range	

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		variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	(e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).		of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	
IV.B.1	Listening	Listen effectively in informal and formal situations.	Listen critically and respond appropriately to presentations.		(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions;	
IV.B.2	Listening	Listen effectively in informal and formal situations.	Listen actively and effectively in one-on-one communication situations.		None.	
IV.B.3	Listening	Listen effectively in informal and formal situations.	Listen actively and effectively in group discussions.		(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	
V.A.1	Research	Formulate topic	Formulate		(20) Research/Research Plan. Students ask open-ended research	

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		and questions.	research questions.		questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic;	
V.A.2	Research	Formulate topic and questions.	Explore a research topic.		(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
V.A.3	Research	Formulate topic and questions.	Refine research topic and devise a timeline for completing work.		(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
V.B.1	Research	Select information from a variety of sources.	Gather relevant sources.		(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
V.B.2	Research	Select information from a variety of sources.	Evaluate the validity and reliability of sources.		(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;	
V.B.3	Research	Select	Synthesize and		(21) Research/Gathering Sources. Students determine, locate, and	

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		information from a variety of sources.	organize information effectively.		explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument;	
V.B.4	Research	Select information from a variety of sources.	Use source material ethically.		(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that: (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials;	
V.C.1	Research	Produce and design a document.	Design and present an effective product.		(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that: (A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information; (B) uses a variety of formats and rhetorical strategies to argue for the thesis; (C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; (D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and (E) is of sufficient length and complexity to address the topic.	

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V.C.2	Research	Produce and design a document.	Use source material ethically.		<p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials;</p>	