

# Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading

(Subchapter C. High School - §110.42. English I)

Correlated to: *Career Choices, Possibilities and Instructor's Guide*

Knowledge and Skills	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 2000-2002 Edition</i>
<b>(1) Writing/purposes.</b> The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.			
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories		pp. 17-18, 29-32, 38, 41-42, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
(B) write in a voice and style appropriate to audience and purpose	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 256-257	pp. 38, 41-42, 54-56, 73, 161-162, 210-211, 226, 261	pp. 4/18, 4/32, 4/55, 4/83, 4/84, 4/95, 4/104, 4/114, 4/155, 4/159
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas		pp. 137-138, 208-211, 274-275	
<b>(2) Writing/writing processes.</b> The student uses recursive writing processes when appropriate.			
(A) use prewriting strategies to generate ideas, develop voice, and plan	Chap. 3, pp. 60-61; Chap. 6, pp. 156-157	pp. 54, 69-71, 75, 84, 117, 137, 161, 210, 253, 269, 271, 274	pp. 4/35, 4/39, 4/41, 4/92-4/93, 4/149
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253	pp. 17-18, 29-32, 38, 41-42, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
(C) proofread writing for appropriateness of organization, content, style, and conventions		p. 247	
(D) refine selected pieces frequently to publish for general and specific audiences		pp. 279-283	
(E) use technology for aspects of creating, revising, editing, and publishing	Chap. 12, pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
<b>(4) Writing/inquiry/research.</b> The student uses writing as a tool for learning.			
(A) use writing to formulate questions, refine topics, and clarify ideas		Journal activities throughout text	

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Knowledge and Skills	Career Choices	Possibilities	Instructor's Guide, 2000-2002 Edition
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic	Throughout entire text	pp. 17-18, 29-32, 38, 41-42, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
(C) compile information from primary and secondary sources in systematic ways using available technology	Chap. 4, Chap. 6, online activities*	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 54, 75, 84, 117, 137, 161, 210, 253, 269, 271, 274, 279	pp. 4/34-4/35
(E) use writing as a study tool to clarify and remember information	Chap. 6, pp. 150-157; Chap. 12, pp. 278-280	pp. 38, 122-123, 174-177, 253	pp. 4/63, 4/69, 4/124, 4/127
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions	Chap. 6, pp. 150-159; Chap. 11, pp. 250-253, 256-257; Chap. 12, pp. 278-280	pp. 38, 41-42, 73, 122-123, 174-177, 253	pp. 4/55, 4/63, 4/69, 4/95, 4/104, 4/124, 4/127
<b>(6) Reading/word identification/vocabulary development.</b> The student uses a variety of strategies to read unfamiliar words and to build vocabulary.			
(A) expand vocabulary through wide reading, listening, and discussing	Vocabulary throughout text (see <i>Workbook &amp; Portfolio</i> )	pp. 22-23, 67-68, 165, 207, 263	pp. 4/4, 4/18, 6/49-6/54
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary	Vocabulary throughout text (see <i>Workbook &amp; Portfolio</i> )	pp. 21-23, 25-26, 29-32, 41, 54, 58-60, 63, 72, 76-78, 88-89, 140, 160-162, 165, 171, 173-177, 209-210, 213, 219-220, 226, 238, 240-248, 250-251, 278-283	
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	Vocabulary throughout text (see <i>Workbook &amp; Portfolio</i> )		pp. 6/49-6/54
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation		p. 22	
<b>(7) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.			
(A) establish a purpose for reading such as to discover, interpret, and enjoy	Goal of entire text	Goal of entire text	pp. 2/10-2/14
(B) draw upon his/her own background to provide connection to texts	Goal of entire text	Goal of entire text	pp. 2/10-2/14
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning		Study-guide questions throughout text	

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(D) construct images such as graphic organizers based on text descriptions and text structures	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 54, 75, 84, 117, 137, 161, 210, 253, 269, 271, 274, 279	pp. 4/34-4/35
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering		pp. 38-39, 66-68, 79, 84-86, 170-171, 173-177, 213, 219-220, 238-239	
(F) identify main ideas and their supporting details		Study-guide questions throughout text	
(G) summarize texts		pp. 66-68, 70-71, 101, 106-107, 110, 116-117, 121-123, 170-171, 278-283	
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text		pp. 21-23, 38-39, 41-42, 66-68, 100, 125, 173-177, 208-211, 250-251	
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts		Study-guide questions throughout text	
<b>(8) Reading/variety of texts.</b> The student reads extensively and intensively for different purposes in varied sources, including world literature.			
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing	Practiced throughout text	pp. 17-18, 21-23, 29-32, 38, 41-42, 44-45, 54-56, 67, 70-71, 73, 75, 79, 84-86, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 160-162, 164-165, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 239, 247, 251, 253, 261, 263, 269, 272, 274-275, 279-283	pp. 2/10-2/14
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	Integration of <i>Possibilities with Career Choices</i>	Goal of entire text	pp. 2/10-2/14
(C) read world literature, including classic and contemporary works		Goal of entire text	pp. 2/10-2/14, 4/11, 4/17, 4/38, 4/43, 4/84, 4/119, 4/125, 4/135, 4/139, 4/144, 4/159
(D) interpret the possible influences of the historical context on a literary work	Chap. 4, pp. 74-75	pp. 21-22, 25-26, 36, 41-42, 54-56, 58, 84-86, 103-107, 110-111, 116-117, 124-126, 171, 172-177, 221-224, 238-239, 247, 251	pp. 2/10-2/14, 4/43

Knowledge and Skills	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 2000-2002 Edition</i>
<b>(9) Reading/culture.</b> The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.			
(A) recognize distinctive and shared characteristics of cultures through reading	Integration of <i>Possibilities</i> with <i>Career Choices</i>	Goal of entire text	pp. 2/10-2/14, 4/11, 4/17, 4/38, 4/43, 4/84, 4/119, 4/125, 4/135, 4/139, 4/144, 4/159
(B) compare text events with his/her own and other readers' experiences	Integration of <i>Possibilities</i> with <i>Career Choices</i>	Goal of entire text	pp. 2/10-2/14, 4/11, 4/17, 4/38, 4/43, 4/84, 4/119, 4/125, 4/135, 4/139, 4/144, 4/159
<b>(10) Reading/literary response.</b> The student expresses and supports responses to various types of texts.			
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 21-23, 29-32, 85, 88-89, 239, 247; journal activities and study-guide questions throughout	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/41-6/48
(B) use elements of text to defend his/her own responses and interpretations		pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	
(C) compare reviews of literature, film, and performance with his/her own responses			pp. 6/41-6/48
<b>(11) Reading/literary concepts.</b> The student analyzes literary elements for their contributions to meaning in literary texts.			
(A) recognize the theme (general observation about life or human nature) within a text	Integration of <i>Possibilities</i> with <i>Career Choices</i>	Goal of entire text	pp. 2/10-2/14
(B) analyze the relevance of setting and time frame to text's meaning		pp. 11-18, 47-56, 80-86, 87-89, 95-102, 127-138, 142-163, 178-211, 228-239, 254-261	pp. 2/10-2/14
(C) analyze characters and identify time and point of view	Chap. 1, pp. 10-13; Chap. 2, pp. 24-53; Chap. 3, pp. 60, 66-69; Chap. 4, pp. 104-110; Chap. 5, p. 124; Chap. 6, pp. 162-163; Chap. 7, pp. 168, 170-171, 173-174; Chap. 8, p. 185; Chap. 9, pp. 194-199, 204-206	pp. 11-18, 47-56, 62, 80-86, 90-94, 95-102, 112-117, 127-138, 142-163, 171, 178-211, 228-239, 254-261, 264-269, 274	pp. 2/10-2/14, 4/11, 4/31, 4/34-4/35, 4/152
(E) analyze the development of plot in narrative text	Chap. 1, pp. 10-13	pp. 11-18, 47-56, 80-86, 87-89, 95-102, 127-138, 142-163, 178-211, 228-239, 254-261	pp. 2/10-2/14
(F) recognize and interpret important symbols		pp. 21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	
(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning		pp. 21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	
<b>(12) Reading/analysis/evaluation.</b> The student reads critically to evaluate texts.			
(A) analyze characteristics of text, including its structure, word choices, and intended audience		pp. 22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	pp. 2/10-2/14, 4/4

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<b>(13) Reading/inquiry/research.</b> The student reads in order to research self-selected and assigned topics.			
(A) generate relevant, interesting, and researchable questions	Chap. 5, p. 120; Chap. 6, pp. 150-155; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet	Chap. 4, Chap. 6, online activities**	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
(C) organize and convert information into different forms such as charts, graphs, and drawings	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 54, 75, 84, 117, 137, 161, 210, 253, 269, 271, 274, 279	pp. 4/34-4/35
<b>(14) Listening/speaking/critical listening.</b> The student listens attentively for a variety of purposes.			
(A) focus attention on the speaker's message	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
(D) formulate and provide effective verbal and nonverbal feedback	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
<b>(15) Listening/speaking/evaluation.</b> The student listens to analyze, appreciate, and evaluate oral performances and presentations.			
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language		pp. 36, 42, 44, 139-141, 161, 170-171, 173, 215, 216-220, 250	
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40 + movie guide
<b>(16) Listening/speaking/purposes.</b> The student speaks clearly and effectively for a variety of purposes and audiences.			
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33
(C) prepare, organize, and present a variety of informative messages effectively	Chap. 11, pp. 258-259; *online activities	pp. 22, 27-32, 93, 108-111, 239	pp. 4/32, 4/42, 4/68, 4/83-84
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
(F) make relevant contributions in conversations and discussions	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33

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<b>(17) Listening/speaking/presentations.</b> The student prepares, organizes, and presents informative and persuasive oral messages.			
(A) present and advance a clear thesis and support the major thesis with logical points or arguments		pp. 22, 27-32, 93, 108-111, 239	pp. 4/30-4/31, 4/73, 4/102-4/104
<b>(18) Listening/speaking/literary interpretation.</b> The student prepares, organizes, and presents literary interpretations.			
(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays	Chap. 1, p. 49; Chap. 6, pp. 162-165	pp. 22, 27-32, 93, 108-111, 239	pp. 4/30-4/31, 4/102-4/104
<b>(21) Viewing/representing/production.</b> The student produces visual representations that communicate with others.			
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 263, 274-275, 279-283	pp. 4/16, 4/39, 4/40, 4/90
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 269, 274-275, 279-283	pp. 6/41-6/48

*\* There are over 80 online activities that enhance the materials in **Career Choices**. You can learn more and review sample activities at [www.CareerChoices.com](http://www.CareerChoices.com). (See pages 7/6-7/14 in the **Instructor's Guide** for a complete listing of enhanced lessons.)*