Texas English Language Arts and Reading

English I

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 9.1	**1A.** engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; 9.1A
	1B. follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes; 9.1B
	1C. give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and 9.1C
	1D. participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. 9.1D
The student uses newly acquired vocabulary expressively. 9.2	**2A.** use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary; 9.2A
	B. analyze context to distinguish between the denotative and connotative meanings of words; and 9.2.B
	C. determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo. 9.2.C
The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9.3	**3.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 9.3
Th me bo	establish purpose for reading assigned and self-selected texts; 9.4A

Skip to main content

deepen comprehension of increasingly complex texts. 9.4	**4B.** generate questions about text before, during, and after reading to deepen understanding and gain information; 9.4B
	4C. make and correct or confirm predictions using text features, characteristics of genre, and structures; 9.4C
	4D. create mental images to deepen understanding; 9.4D
	4E. make connections to personal experiences, ideas in other texts, and society; 9.4E
	4F. make inferences and use evidence to support understanding; 9.4F
	4G. evaluate details read to determine key ideas; 9.4G
	4H. synthesize information from two texts to create new understanding; and 9.4H
	4I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 9.4I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 9.5	**5A.** describe personal connections to a variety of sources, including self-selected texts; 9.5A
	5B. write responses that demonstrate understanding of texts, including comparing texts within and across genres; 9.5B
	5C. use text evidence and original commentary to support a comprehensive response; 9.5C
	5D. paraphrase and summarize texts in ways that maintain meaning and logical order; 9.5D
	5E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 9.5E
	5F. respond using acquired content and academic vocabulary as appropriate; 9.5F
	5G. discuss and write about the explicit or implicit meanings of text; 9.5G
	5H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; 9.5H
	5I. reflect on and adjust responses when valid evidence warrants; and 9.5I
	5J. defend or challenge the authors' claims using relevant text evidence. 9.5J
Th an elements within and Skip to main content	**analyze how themes are developed through characterization and plot in a variety of literary texts;** 9.6A

across increasingly complex traditional, contemporary, classical, and diverse literary texts. 9.6	**6B. analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;** 9.6B
	6C. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and 9.6C
	6D. analyze how the setting influences the theme. 9.6D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 9.7	**7A. read and respond to American, British, and world literature;** 9.7A
	B. analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; 9.7.B
	C. analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire; 9-12.7.C
	7D. analyze characteristics and structural elements of informational texts such as: 9.7D i. clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and 9.7D.I 7Dii. multiple organizational patterns within a text to develop the thesis; 9.7DII
	7E. analyze characteristics and structural elements of argumentative texts such as: 9.7E 7Ei. clear arguable claim, appeals, and convincing conclusion; 9.7EI 7Eii. various types of evidence and treatment of counterarguments, including concessions and rebuttals; and 9.7EII 7Eiii. identifiable audience or reader; and 9.7EIII
	7F. analyze characteristics of multimodal and digital texts. 9.7F
The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. 9.8	**8A. analyze the author's purpose, audience, and message within a text;** 9.8A
	8B. analyze use of text structure to achieve the author's purpose; 9.8B
	8C. evaluate the author's use of print and graphic features to achieve specific purposes; 9.8C
	8D. analyze how the author's use of language achieves specific purposes; 9.8D
	8E. analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; 9.8E
	analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and 9.8F

Skip to main content

	G. **explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.** 9.8.G
The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. 9.9	**9A.** **plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;** 9.9A
	9B. **develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:** 9.9B 9Bi. using an organizing structure appropriate to purpose, audience, topic, and context; and 9.9BI 9Bii. developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; 9.9BII
	9C. **revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;** 9.9C
	9D. **edit drafts using standard English conventions, including:** 9.9D 9Di. a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; 9.9DI 9Dii. consistent, appropriate use of verb tense and active and passive voice; 9.9DII 9Diii. pronoun-antecedent agreement; 9.9DIII 9Div. correct capitalization; 9.9DIV 9Dv. punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and 9.9DV 9Dvi. correct spelling; and 9.9DVI
	9E. **publish written work for appropriate audiences.** 9.9E
The student uses genre characteristics and craft to compose multiple texts that are meaningful. 9.10	**10A.** **compose literary texts such as fiction and poetry using genre characteristics and craft;** 9.10A
	10B. **compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;** 9.10B
	10C. **compose argumentative texts using genre characteristics and craft; and** 9.10C
	10D. **compose correspondence in a professional or friendly structure.** 9.10D
The student engages in bo su inq	**11A.** **develop questions for formal and informal inquiry;** 9.11A

Skip to main content

variety of purposes. 9.11

11B. **critique the research process at each step to implement changes as needs occur and are identified;** 9.11B

11C. **develop and revise a plan;** 9.11C

11D. **modify the major research question as necessary to refocus the research plan;** 9.11D

11E. **locate relevant sources;** 9.11E

11F. **synthesize information from a variety of sources;** 9.11F

11G. **examine sources for:** 9.11G

- 11Gi. credibility and bias, including omission; and 9.11GI
- 11Gii. faulty reasoning such as ad hominem, loaded language, and slippery slope; 9.11GII

11H. **display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and** 9.11H

11I. **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 9.11I