Texas Spanish Language Arts and Reading

High School - English I for Speakers of Other Languages

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 1	**a** engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes; 1.A
	b share prior knowledge with peers and others to facilitate communication; 1.B
	c follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes; 1.C
	d 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 increasing mastery of conventions of language to communicate ideas effectively; 1.D
	e participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making; 1.E
	f develop social communication and produce oral language in contextualized and purposeful ways; and 1.F
	g conduct an interview, including social and informative. 1.G
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to co an stu	**a** acquire, demonstrate, and apply phonetic knowledge; and 2.A
	b write complete words, thoughts, and answers legibly. 2.B

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proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 2	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 3	**a** 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; 3.A **b** discuss and analyze context and use cognates to distinguish between the denotative and connotative meanings of words and phrases; 3.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; 3.C **d** identify and use words that name actions, directions, positions, sequences, and locations; 3.D **e** identify, understand, and use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and 3.E **f** investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies. 3.F
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-lev rea	**4** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to adjust fluency when reading grade-level and language proficiency-level text based on the reading purpose. 4

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Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade- and language proficiency-appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time. 5	**5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade- and language proficiency-appropriate texts with increasing independence. The student is expected to self-select text and read independently for a sustained period of time.** 5
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and comprehend increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 6	**a establish purpose for reading assigned and self-selected texts;** 6.A **b answer and generate questions about text before, during, and after reading to acquire and deepen understanding and gain information;** 6.B **c make and correct or confirm predictions using text features, characteristics of genre, and structures;** 6.C **d create mental images to deepen understanding;** 6.D **e make connections to personal experiences, ideas in other texts, and society;** 6.E **f make inferences and use evidence to support understanding;** 6.F **g actively participate in discussions to identify, understand, and evaluate details read to determine key ideas;** 6.G **h synthesize information from two texts to create new understanding; and** 6.H **i monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.** 6.I
Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an inc va ar	**a describe personal connections to a variety of sources, including self-selected texts;** 7.A **b write responses that demonstrate understanding of texts, including comparing texts within and across genres;** 7.B **se text evidence and original commentary to support a comprehensive esponse;** 7.C

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viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 7	d paraphrase and summarize texts in ways that maintain meaning and logical order; 7.D
	e interact with sources in meaningful ways such as labeling, notetaking, annotating, freewriting, or illustrating; 7.E
	f respond using acquired content and academic vocabulary as appropriate; 7.F
	g discuss and write about the explicit or implicit meanings of text; 7.G
	h respond orally or in writing with appropriate register, vocabulary, tone, and voice; 7.H
	i reflect on and adjust responses when valid evidence warrants; 7.I
	j defend or challenge the authors' claims using relevant text evidence; and 7.J
	k express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions. 7.K
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 8	a identify and analyze how themes are developed through characterization and plot in a variety of literary texts; 8.A
	b identify and analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; 8.B
	c identify and analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and 8.C
	d identify and analyze how the setting influences the theme. 8.D
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and an ch structures, and	a read and respond to American, British, and world literature; 9.A
	b identify and analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms; 9.B
	c identify and analyze the function of dramatic conventions such as asides, oliloquies, dramatic irony, and satire; 9.C

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purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 9	**d identify and analyze characteristics and structural elements of informational texts such as:** 9.D 1 controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion; 9.D.1 2 chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and 9.D.2 3 multiple organizational patterns within a text to develop the thesis; 9.D.3
	e identify and analyze characteristics and structural elements of argumentative texts such as: 9.E 1 clear arguable claim, appeals, and convincing conclusion; 9.E.1 2 various types of evidence and treatment of counterarguments, including concessions and rebuttals; and 9.E.2 3 identifiable audience or reader; and 9.E.3
	f identify and analyze characteristics of multimodal and digital texts. 9.F
Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 10	**a identify and analyze the author's purpose, audience, and message within a text;** 10.A
	b identify and analyze use of text structure to achieve the author's purpose; 10.B
	c identify and evaluate the author's use of print and graphic features to achieve specific purposes; 10.C
	d identify and analyze how the author's use of language achieves specific purposes; 10.D
	e identify and analyze the use of literary devices such as irony and oxymoron to achieve specific purposes; 10.E
	f identify and analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; 10.F
	g identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and 10.G
	h identify and 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. 10.H
Composition: listening, speaking, reading, wr usi writing process. The	**a plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, eading, or discussing;** 11.A

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student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 11	**b develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:** 11.B 1 using an organizing structure appropriate to purpose, audience, topic, and context; and 11.B.1 2 developing an engaging idea reflecting depth of thought with specific details, examples, and commentary; 11.B.2
	c revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses; 11.C
	d edit drafts using standard English conventions, including: 11.D 1 a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments; 11.D.1 2 consistent, appropriate use of verb tense and active and passive voice; 11.D.2 3 subject-verb agreement; 11.D.3 4 pronoun-antecedent agreement; 11.D.4 5 apostrophes to show possession; 11.D.5 6 accurate usage of homonyms; 11.D.6 7 correct capitalization; 11.D.7 8 punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and 11.D.8 9 correct spelling, including abbreviations; 11.D.9
	e use sentence-combining techniques to create a variety of sentence structures and lengths; 11.E
	f develop voice; and 11.F
	g publish written work for appropriate audiences. 11.G
Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, and wi pr language development	**a compose literary texts such as fiction and poetry using genre characteristics and craft;** 12.A
	b compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft; 12.B
	c compose argumentative texts using genre characteristics and craft; and 12.C
	d compose correspondence in a professional or friendly structure. 12.D

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scaffolding, the student is expected to: 12

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to: 13

- **a develop questions for formal and informal inquiry;** 13.A
- **b critique the research process at each step to implement changes as needs occur and are identified;** 13.B
- **c develop and revise a plan;** 13.C
- **d modify the major research question as necessary to refocus the research plan;** 13.D
- **e locate relevant sources;** 13.E
- **f synthesize information from a variety of sources;** 13.F
- **g examine sources for:** 13.G
  1. credibility and bias, including omission; and 13.G.1
  2. faulty reasoning such as ad hominem, loaded language, and slippery slope; 13.G.2
- **h display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;** 13.H
- **i incorporate digital technology when appropriate; and** 13.I
- **j use an appropriate mode of delivery, whether written, oral, pictorial, or multimodal, to present results.** 13.J