

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

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English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, persuasive, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. ELEMENTS OF LITERATURE

- **POINT OF VIEW**

- **5.C** analyze the way in which a work of fiction is shaped by the narrator's point of view; and

- **CHARACTERIZATION**

- **5.B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

- **FORESHADOWING AND SUSPENSE**

- **5.A** analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

- **IRONY**

- **7** 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 explain the role of irony, sarcasm, and paradox in literary works.
- **3** 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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

2. READING STRATEGIES 1

- **MAKING INFERENCES**

- **RC.B** make complex inferences about text and use textual evidence to support understanding.
- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

- **DRAWING CONCLUSIONS**

- **9.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **RC.B** make complex inferences about text and use textual evidence to support understanding.
- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

- **USING SOCIAL AND HISTORICAL CONTEXT**

- **2.C** relate the figurative language of a literary work to its historical and cultural setting.
- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- **RC.A** reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

3. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **8** 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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
- **RC.A** reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and
- **9.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **RC.B** make complex inferences about text and use textual evidence to support understanding.

- **DETERMINING AUTHOR'S PURPOSE**

- **8** 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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
- **RC.B** make complex inferences about text and use textual evidence to support understanding.

- **SUMMARY, ANALYSIS, AND CRITIQUE**

- **9.A** summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;
- **8** 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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
- **RC.A** reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and

4. GENRES 1

- **GENRE AND THEME**

- **4** 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 explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.
- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.
- **2.A** analyze how the genre of texts with similar themes shapes meaning;
- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

- **LITERARY ESSAYS**

- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

- **DRAMATIC CONVENTIONS**

- **4** 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 explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.
- **14.C** write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

5. GENRES 2

- **EPICS**

- **3** 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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.
- **2.B** analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and

- **TRANSFORMING IDEAS**

- **2.B** analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and

6. AUTHOR'S VOICE AND METHOD

- **WORD CHOICE**

- **1.B** analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
- **12.D** evaluate changes in formality and tone within the same medium for specific audiences and purposes.

- **SENTENCE STYLE**

- **17.C** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
- **12.D** evaluate changes in formality and tone within the same medium for specific audiences and purposes.

- **OXYMORON AND PARADOX**

- **7** 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 explain the role of irony, sarcasm, and paradox in literary works.
- **3** 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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

- **HYPERBOLE AND UNDERSTATEMENT**

- **3** 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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

7. STRATEGY

- **EVALUATING EVIDENCE**

- **10.A** analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and
- **22.B** evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and
- **23.A** marshals evidence in support of a clear thesis statement and related claims;

- **RHETORICAL TECHNIQUES**

- **13.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 the rhetorical devices used to convey meaning;
- **10.B** analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.
- **15.A.ii** rhetorical devices, and transitions between paragraphs;
- **15.C.iii** analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and

- **FACT VERSUS OPINION**

- **9.B** differentiate between opinions that are substantiated and unsubstantiated in the text;
- **10.A** analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and

8. TEXT CONNECTIONS

- **THEMES ACROSS CULTURES**

- **5.D** demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.
- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

- **PRINT AND NONPRINT TEXTS**

- **12.A** compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

- **ANALYZING INTERPRETATIONS OF NONFICTION**

- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

- **EVALUATING THE MEDIA**

- **12.B** analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
- **12.C** compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and

9. TEXT ORGANIZATION 1

- **CHRONOLOGY AND SEQUENCING**

- **9.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **5.A** analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

- **FLASHBACK AND FRAMING**

- **5.A** analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

- **VISUAL AIDS**

- **11.B** analyze factual, quantitative, or technical data presented in multiple graphical sources.

10. TEXT ORGANIZATION 2

- **TECHNICAL DOCUMENTS**

- **8** 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 explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.
- **11.A** analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and
- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.
- **15.B.i** organized and accurately conveyed information; and
- **15.B.ii** reader-friendly formatting techniques;

- **COMPARE AND CONTRAST**

- **9.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **5.B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
- **6** 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 how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

11. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **17.C** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

- **13.C** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

- **CLAUSES**

- **17.A.ii** restrictive and nonrestrictive relative clauses; and

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

- **17.A.ii** restrictive and nonrestrictive relative clauses; and
- **18.B.ii** comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and

12. SENTENCE STRUCTURE 2

- **FRAGMENTS AND RUN-ONS**

- **13.D** edit drafts for grammar, mechanics, and spelling; and

- **VERB MOOD**

- **17.B** identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **17.A.i** more complex active and passive tenses and verbals (gerunds, infinitives, participles);

13. SENTENCE STRUCTURE 3

- **GERUND AND PARTICIPIAL PHRASES**

- **17.A.i** more complex active and passive tenses and verbals (gerunds, infinitives, participles);

- **PARALLELISM AND VERB TENSE**

- **13.D** edit drafts for grammar, mechanics, and spelling; and
- **17.A.i** more complex active and passive tenses and verbals (gerunds, infinitives, participles);
- **13.C** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

- **ACTIVE AND PASSIVE VOICE**

- **17.A.i** more complex active and passive tenses and verbals (gerunds, infinitives, participles);
- **13.D** edit drafts for grammar, mechanics, and spelling; and

14. PARTS OF SPEECH

- **RECIPROCAL AND REFLEXIVE PRONOUNS**

- **17.A.iii** reciprocal pronouns (e.g., each other, one another);

- **NOUNS AND CAPITALIZATION**

- **18.A** use conventions of capitalization; and

15. PUNCTUATION 1

- **COMMAS WITH PHRASES AND CLAUSES**

- **18.B.ii** comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
- **13.C** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

- **OTHER COMMA USAGE**

- **18.B.ii** comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and
- **13.D** edit drafts for grammar, mechanics, and spelling; and

- **DASHES AND HYPHENS**

- **18.B.iii** dashes to emphasize parenthetical information.

- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**

- **13.D** edit drafts for grammar, mechanics, and spelling; and
- **18.B.i** quotation marks to indicate sarcasm or irony;

16. CONTEXTUAL CLUES

- **ROOTS, PREFIXES, AND SUFFIXES**

- **1.A** determine the meaning of grade-level 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;

- **FOREIGN WORDS AND PHRASES**

- **1.D** describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo); and

- **CONNOTATION AND DENOTATION**

- **1.B** analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

17. USAGE

- **FORMAL AND INFORMAL LANGUAGE**

- **12.D** evaluate changes in formality and tone within the same medium for specific audiences and purposes.
- **12.B** analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);

- **USING THE DICTIONARY AND THESAURUS**

- **1.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

- **SPELLING RULES**

- **19** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- **13.D** edit drafts for grammar, mechanics, and spelling; and

- **WORD RELATIONSHIPS**

- **1.C** produce analogies that describe a function of an object or its description;

18. BUILDING AN ESSAY

• DETERMINING APPROPRIATE ESSAY FORMAT

- **13.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;
- **15.A.iv** an organizing structure appropriate to purpose, audience, and context; and
- **16.D** an organizing structure appropriate to the purpose, audience, and context; and

• INTRODUCTIONS

- **15.A.i** effective introductory and concluding paragraphs and a variety of sentence structures;
- **13.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;

• CONCLUSIONS

- **15.A.i** effective introductory and concluding paragraphs and a variety of sentence structures;

• INTEGRATING GRAPHICS AND MULTIMEDIA

- **15.D** produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
- **23.C** uses graphics and illustrations to help explain concepts where appropriate;

19. LITERARY WRITING

• SHORT NARRATIVES

- **14.A** write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;
- **13.C** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;
- **13.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;

• NARRATIVE TECHNIQUES

- **14.A** write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;

• POETIC STYLES

- **3** 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 analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.
- **14.B** write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and

• LITERARY ANALYSIS ESSAYS

- **13.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;*
- **15.C.i** *extends beyond a summary and literal analysis;*
- **15.C.ii** *addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and*
- **15.A.iii** *a controlling idea or thesis;*

20. EXPOSITORY WRITING

• EXPOSITORY THESIS STATEMENTS

- **15.A.iii** *a controlling idea or thesis;*

• EXPOSITORY PARAGRAPH DEVELOPMENT

- **15.A.iii** *a controlling idea or thesis;*
- **23.A** *marshals evidence in support of a clear thesis statement and related claims;*
- **15.A.ii** *rhetorical devices, and transitions between paragraphs;*
- **15.A.iv** *an organizing structure appropriate to purpose, audience, and context; and*

• EXPOSITORY ESSAYS

- **15.A.i** *effective introductory and concluding paragraphs and a variety of sentence structures;*
- **15.A.iii** *a controlling idea or thesis;*
- **15.A.ii** *rhetorical devices, and transitions between paragraphs;*
- **15.A.iv** *an organizing structure appropriate to purpose, audience, and context; and*

21. PERSUASIVE WRITING

• PERSUASIVE THESIS STATEMENTS

- **16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence;*
- **23.A** *marshals evidence in support of a clear thesis statement and related claims;*

• PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT

- **10.A** *analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and*
- **16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence;*
- **16.E** *an analysis of the relative value of specific data, facts, and ideas.*
- **15.A.v** *relevant information and valid inferences;*
- **16.B** *consideration of the whole range of information and views on the topic and accurate and honest representation of these views;*
- **16.C** *counter-arguments based on evidence to anticipate and address objections;*
- **23.A** *marshals evidence in support of a clear thesis statement and related claims;*
- **16.D** *an organizing structure appropriate to the purpose, audience, and context; and*

• PERSUASIVE ESSAYS

- **16.A** *a clear thesis or position based on logical reasons supported by precise and relevant evidence;*
- **16.B** *consideration of the whole range of information and views on the topic and accurate and honest representation of these views;*
- **16.C** *counter-arguments based on evidence to anticipate and address objections;*
- **23.A** *marshals evidence in support of a clear thesis statement and related claims;*
- **16.D** *an organizing structure appropriate to the purpose, audience, and context; and*

22. REVISION CONSIDERATIONS 1

• PREWRITING

- **16.D** *an organizing structure appropriate to the purpose, audience, and context; and*
- **13.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 the rhetorical devices used to convey meaning;*

• UNITY AND FOCUS

- **13.C** *revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;*
- **15.A.iii** *a controlling idea or thesis;*

• WORDINESS AND REDUNDANCY

- **13.C** *revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;*

23. REVISION CONSIDERATIONS 2

• TRANSITIONAL ELEMENTS

- **13.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 the rhetorical devices used to convey meaning;*
- **15.A.ii** *rhetorical devices, and transitions between paragraphs;*

• REVISING AND EDITING

- **13.C** *revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;*
- **13.E** *revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.*
- **13.D** *edit drafts for grammar, mechanics, and spelling; and*

24. RESEARCH 1

• REFINING A RESEARCH QUESTION

- **20.A** *brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and*
- **20.B** *formulate a plan for engaging in research on a complex, multi-faceted topic.*
- **22.A** *modify the major research question as necessary to refocus the research plan;*
- **23.D** *uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and*
- **21.B** *organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and*

• GATHERING INFORMATION

- **21.A** *follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;*
- **21.B** *organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and*

- **INTEGRATING QUOTES AND COMMENTARY**

- **15.C.ii** addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and
- **21.C** paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
- **23.E** uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.

25. RESEARCH 2

- **SYNTHESIZING IDEAS**

- **16.A** a clear thesis or position based on logical reasons supported by precise and relevant evidence;
- **22.B** evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and
- **9.D** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

- **AVOIDING PLAGIARISM**

- **21.C** paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
- **22.C** critique the research process at each step to implement changes as the need occurs and is identified.
- **23.E** uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.

26. SPEAKING AND LISTENING

- **ANALYZING AND DEVELOPING A SPEECH**

- **23.B** provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
- **24.B** follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
- **24.C** evaluate the effectiveness of a speaker's main and supporting ideas.
- **25** 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 give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

- **DISCUSSION GUIDELINES**

- **24.A** listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;
- **26** 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, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.