

# Reading & Writing Sourcebooks

©2000

correlated to

## Texas Essential Knowledge And Skills (TEKS)

Grades 9-12



TO CONTACT YOUR GREAT SOURCE REPRESENTATIVE, CALL:  
800-289-4490, option 4



**READING & WRITING SOURCEBOOKS ©2000**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
 ∞  
**English I - Grade 9**

**(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(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;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 31.
(B) write in a voice and style appropriate to audience and purpose; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 143.
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 83.

**(2) Writing/writing processes. The student uses recursive writing processes when appropriate.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 55.  In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 86.
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 124.
(C) proofread writing for appropriateness of organization, content, style, and conventions; and	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 134.
(D) refine selected pieces frequently to publish for general and specific audiences.	IV. WRITE, located in each <i>Sourcebook</i> lesson, provides opportunities to meet this objective. See, for example, pages 83-84.

--	--

**(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 83-84.
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 117-118.
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 237-238.
(D) produce error-free writing in the final draft.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 97.

**(4) Writing/inquiry/research. The student uses writing as a tool for learning.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	II. READ <u>Stop and Think</u> activities, located in <i>Sourcebook</i> lessons throughout the text, support this objective. See, for example, page 114.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 112.
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 158.  In addition, COMPREHENSION activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 93.
(E) use writing as a study tool to clarify and remember information; and	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 123.
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 48.

**(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) evaluate writing for both mechanics and content.	IV. WRITE <u>Writers' Checklist</u> activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 159.

**(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 100-107.  In addition, I. BEFORE YOU READ Vocabulary Building activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 63.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Guide, VOCABULARY: <i>Bridges, Maud Martha and New York, Legal Alien, Immigrants</i>
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>The Good Daughter, Pilots' Reflections, The Widows of the Reserves, Time to Look and Listen, The Kid Nobody Could Handle</i>
(D) research word origins, including Anglo-Saxon, Latin, and Greek words;	The Following Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>Hercules, Refusing Service, Time to Look and Listen</i>
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Teacher's Guide, VOCABULARY: <i>The Fast</i>

**(7) Reading/comprehension. The student comprehends selections using a variety of strategies.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 162.
(B) draw upon his/her own background to provide connection to texts;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 42.

--	--

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 100-107.
(D) construct images such as graphic organizers based on text descriptions and text structures;	Selected <i>Sourcebook</i> Selections Include: <i>A Simple Proposition, The Cyclops' Cave, Hercules, The Fast, A Sea of Dunes, Time to Look and Listen, Refusing Service</i>  Selected Teacher's Guide, COMPREHENSION Examples Include: <i>Adventures of the U-202, Animals Unite!, A Sea of Dunes, Time to Look and Listen, Good-bye</i>
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	Teacher's Guide, II. READ-Literary Skill: <i>Refusing Service, A Soldier's Letter Home</i>
(F) identify main ideas and their supporting details;	<i>Sourcebook</i> Selections: <i>Pilot's Reflections, A Sea of Dunes, Harrison Bergeron</i>
(G) summarize texts;	<i>Sourcebook</i> Selections: <i>Adventures of the U-202, A Sea of Dunes</i>
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	<i>Sourcebook</i> Selections: <i>Adventures of the U-202, The Cyclops' Cave, Good-bye</i>  Teacher's Guide, COMPREHENSION: <i>Adventures of the U-202, The Cyclops' Cave, Good-bye</i>
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 100-107.
(J) read silently with comprehension for a sustained period of time.	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 188-193.

**(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(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;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 100-107.
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	II. READ selections, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 137-141, 199-202.
(C) read world literature, including classic and contemporary works; and	<i>Sourcebook</i> Selections: <i>You're Being So Good, So Kind, Maud Martha and New York, The Richer, the Poorer, Ramiro, Harrison Bergeron, The Kid Nobody Could Handle</i>

Objective	<i>Reading and Writing Sourcebook</i>
(D) interpret the possible influences of the historical context on a literary work.	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Bridges</i>

**(9) Reading/culture. 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.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>You're Being So Good, So Kind</i> .
(B) compare text events with his/her own and other readers' experiences.	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 118.

**(10) Reading/literary response. The student expresses and supports responses to various types of texts.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	<i>Sourcebook</i> Selections: <i>Bridges, You're Being So Good, So Kind, Legal Alien, Immigrants, A Simple Proposition, The Richer, the Poorer, The Fast, Harrison Bergeron</i>
(B) use elements of text to defend his/her own responses and interpretations.	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Bridges, You're Being So Good, So Kind, Legal Alien, Immigrants, A Simple Proposition, The Richer, the Poorer, The Fast, Harrison Bergeron</i>

**(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) recognize the theme (general observation about life or human nature) within a text;	III. GATHER YOUR THOUGHTS: <i>The Richer, the Poorer</i> II. READ, Teacher's Guide, Literary Skill: <i>Bridges, You're Being So Good, So Kind</i>
(B) analyze the relevance of setting and time frame to text's meaning;	<i>Sourcebook</i> Selections: <i>The Fast, Refusing Service</i>
(C) analyze characters and identify time and point of view;	II. READ Teacher's Guide, Literary Skill: <i>The Good Daughter, Hercules, The Richer, the Poorer, The Kid Nobody Could Handle</i>
(E) analyze the development of plot in narrative text;	II. READ Teacher's Guide, Literary Skill: <i>A Simple</i>



<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and	II. READ Teacher's Guide, Literary Skill: <i>A Sea of Dunes, Harrison Bergeron</i>
(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	The Following Selected Matches Provide Opportunities to Meet this Objective:  I. BEFORE YOU READ, Teacher's Guide: <i>Survival, How It Feels to Be Colored Me, Visit to Africa, One Morning, Ancestry</i>

**(12) Reading/analysis/evaluation. The student reads critically to evaluate texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) analyze characteristics of text, including its structure, word choices, and intended audience.	The Following Selected Matches Provide Opportunities to Meet this Objective:  II. READ Teacher's Guide, Literary Skill: <i>Dear Tia and Papa, Forgetfulness and an Unwritten letter, Humor</i>

**(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) focus attention on the speaker's message;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>
(D) formulate and provide effective verbal and nonverbal feedback.	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>

**(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Bridges, A Simple Proposition, The Fast, Harrison Bergeron</i>
(F) make relevant contributions in conversations and	<i>Sourcebook</i> Selections: <i>Bridges, A Simple Proposition, The</i>





**READING & WRITING SOURCEBOOKS ©2000**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**

3

**English II - Grade 10**

**(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 31.
(B) write in a voice and a style appropriate to audience and purpose; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 141-142.
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 86.

**(2) Writing/writing processes. The student uses recursive writing processes when appropriate.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 61.  In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 94.
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 132.
(C) proofread writing for appropriateness of organization, content, style, and conventions;	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 103.
(D) refine selected pieces frequently to publish for general and specific audiences; and	IV. WRITE, located in each <i>Sourcebook</i> lesson, provides opportunities to meet this objective. See, for example, pages 141-142.

**(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 39.
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 117-118.
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 122.
(D) produce error-free writing in the final draft.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 177-178.

**(4) Writing/inquiry/research. The student uses writing as a tool for learning.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	II. READ <u>Stop and Think</u> activities, located in <i>Sourcebook</i> lessons throughout the text, support this objective. See, for example, pages 54-58.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 82.
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 149.  In addition, COMPREHENSION activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 139.
(E) use writing as a study tool to clarify and remember information;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 101.
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 62.

**(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) evaluate writing for both mechanics and content.	IV. WRITE <u>Writers' Checklist</u> activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 133.

**(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 125-129.  In addition, I. BEFORE YOU READ Vocabulary Building activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 135.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Guide, VOCABULARY: <i>Finding Patrick, It's Quiet Now, Survival, How It Feels to Be Colored Me, The Victorious Feudal Knight, A Taste of War</i>
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and	Teacher's Guide, VOCABULARY: <i>The Price of Pride and How Si'Djeha Staved Off Hunger, Her Life Was Not a Joke, Ancestry, War Comes to Our Island, Frustration</i>
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.	The Following Matches Provide Opportunities to Meet this Objective: Teacher's Guide, VOCABULARY: <i>Forgetfulness and An Unwritten Letter, A Man Reserves a Seat and Justice</i>

**(7) Reading/comprehension. The student comprehends selections using a variety of strategies.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 82.
(B) draw upon his/her own background to provide connection with texts;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 124.
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 75-78.

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(D) construct images such as graphic organizers based on text descriptions and text structures;	Selected <i>Sourcebook</i> Selections Include: <i>It's Quiet Now, If You Ain't Got Heart, You Ain't Got Nada, The Victorious Feudal Knight, War Comes to Our Island</i>  Selected COMPREHENSION Teacher's Guide Examples Include: <i>It's Quiet Now, Visit to Africa, The Guest Who Ran Away, The Knight in Person, The Victorious Feudal Knight</i>
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	Teacher's Guide, II. READ-Literary Skill: <i>One Morning</i>
(F) produce summaries of texts by identifying main ideas and their supporting details;	<i>Sourcebook</i> Selections: <i>Visit to Africa, The Knight in Person</i>
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	<i>Sourcebook</i> Selections: <i>Visit to Africa, Her Life Was Not a Joke, A Man Reserves a Seat and Justice</i>  Teacher's Guide, II. READ-Literary Skill: <i>The Victorious Feudal Knight</i>
(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 107-111.
(I) read silently with comprehension for a sustained period of time.	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 171-174.

**(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(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;	II. READ selections , located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 107-111.
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	II. READ selections , located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 189-192.
(C) read world literature, including classic and contemporary works; and	<i>Sourcebook</i> Selections: <i>How It Feels to Be Colored Me, The Eatonville Anthology, Puerto Rican Paradise, If You Ain't Got Heart, You Ain't Got Nada, Forgetfulness and An Unwritten Letter, A Man Reserves A Seat, Frustration, Hints</i>
(D) interpret the possible influences of the historical context on a literary work.	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>One Morning</i>

**(9) Reading/culture. 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.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Visit to Africa</i> .
(B) compare text events with his/her own and other readers' experiences.	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 142.

**(10) Reading/literary response. The student expresses and supports responses to various types of texts**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments; and	<i>Sourcebook</i> Selections: <i>High School: The Bad and the Good, Finding Patrick, Dear Tia and Papa, If You Ain't Got Heart, You Ain't Got Nada</i>
(B) use elements of text to defend his/her own responses and interpretations.	The Following <i>Sourcebook</i> Selections Support this Objective: <i>High School: The Bad and the Good, Finding Patrick, Dear Tia and Papa, If You Ain't Got Heart, You Ain't Got Nada</i>

**(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	<i>Sourcebook</i> Selection: <i>The Eatonville Anthology</i>
(B) analyze relevance of setting and time frame to text's meaning;	The Following Matches Provide Opportunities to Meet this Objective: <i>Sourcebook</i> Selection: <i>War Comes to Our Island</i>  I. READ Teacher's Guide, COMPREHENSION: <i>The Eatonville Anthology, The Price of Pride and How Si'Djeha Staved Off Hunger, War Comes to Our Island</i>
(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	II. READ Teacher's Guide, Literary Skill: <i>The Price of Pride and How Si'Djeha Staved Off Hunger</i>
(D) analyze the melodies of literary language, including its use of evocative words and rhythms; and	The Following Match Provide Opportunities to Meet this Objective: <i>Sourcebook</i> Selection: <i>Dear Tia and Papa</i>
(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	The Following Selected Matches Provide Opportunities to Meet this Objective:  I. BEFORE YOU READ, Teacher's Guide: <i>Survival, Visit to Africa, Puerto Rican Paradise, A Man Reserves a Seat and Justice, Ancestry</i>

**(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice.	The Following Selected Matches Provide Opportunities to Meet this Objective:  II. READ Teacher's Guide, Literary Skill: <i>How It Feels to Be Colored Me, Forgetfulness and An Unwritten Letter, Hint</i>

**(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) focus attention, interpret, respond, and evaluate speaker's message; and	The Following Matches Support this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>
(B) engage in critical, empathic, appreciative, and reflective listening.	The Following Matches Provide Opportunities to Meet this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>

**(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use the conventions of oral language effectively;	The Following Matches Provide Opportunities to Meet this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	The Following Matches Provide Opportunities to Meet this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	The Following Matches Provide Opportunities to Meet this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>
(F) make relevant contributions in conversations and discussions.	The Following Matches Support this Objective: <i>Sourcebook Selections:</i> <i>High School: The Bad and the Good, If You Ain't Got Heart, You Ain't Got Nada</i>



**READING & WRITING SOURCEBOOKS ©2000**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**

3

**English III - Grade 11**

**(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 129-130.
(B) write in a voice and style appropriate to audience and purpose; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 39.
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 98-99.

**(2) Writing/writing processes. The student uses recursive writing processes when appropriate.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 58-59.  In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 140.
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 221.
(C) proofread writing for appropriateness of organization, content, style, and conventions; and	<u>Writers' Checklist</u> , located in IV. WRITE in each <i>Sourcebook</i> lesson, supports this objective. See, for example, page 69.
(D) frequently refine selected pieces to publish for general and specific audiences.	IV. WRITE, located in each <i>Sourcebook</i> lesson, provides opportunities to meet this objective. See, for example, pages 129-130.

**(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 48-49.
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 117-118.
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 183.
(D) produce error-free writing in the final draft; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 89-90.

**(4) Writing/inquiry/research. The student uses writing as a tool for learning.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	II. READ <u>Stop and Think</u> activities, located in <i>Sourcebook</i> lessons throughout the text, support this objective. See, for example, pages 93-96.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 72.
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs; and	III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 82.  In addition, COMPREHENSION activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 193.
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 48-49.

**(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) evaluate writing for both mechanics and content.	IV. WRITE <u>Writers' Checklist</u> activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 80.

**(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 93-96.  In addition, I. BEFORE YOU READ Vocabulary Building activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 107.
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;	Teacher's Guide, VOCABULARY: <i>Confronting Columbus Again, Angola Amy, Living Like Weasels, Vietnam War Songs, The Prosecution, Elizabeth Eckford Goes to School, Success is Counted Sweetest</i> and other poems, <i>Alex</i>
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Selected Examples Include: Teacher's Guide, VOCABULARY: <i>My America, Welcome to Manzanar, Nonviolence, Much Madness is Divinest Sense</i> and other poems, <i>The Corn Harvest</i>
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language; and	Teacher's Guide, VOCABULARY: <i>The Day of Jubilee, Man and Nature</i>
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words.	Teacher's Guide, II. READ-Literary Skill: <i>Living Like Weasels, Americanization Is Tough on 'Macho'</i>

**(7) Reading/comprehension. The student comprehends selections using a variety of strategies.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 176.
(B) draw upon his/her own background to provide connection to texts;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 52.
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 133-137.
(D) construct images such as graphic organizers based on text descriptions and text structures;	Selected <i>Sourcebook</i> Selections Include: <i>My America, Living Like Weasels, Vietnam War Songs, My Defense, Elizabeth Eckford Goes to School</i>  Selected COMPREHENSION Teacher's Guide Examples Include: <i>Angola Amy, Vietnam War Songs, Elizabeth Eckford Goes to School, Millions in His Firing Squad, Alaskan Bears</i>

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	Teacher's Guide, II. READ-Literary Skill: <i>My Defense, Nonviolence, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>Alaskan Bears</i>
(F) produce summaries of texts by identifying main ideas and their supporting details;	<i>Sourcebook Selections:</i> <i>Angola Amy, Alaskan Bears</i>
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	<i>Sourcebook Selections:</i> <i>My America, Millions in His Firing Squad</i>  Teacher's Guide , COMPREHENSION: <i>My America, The Prosecution, Millions in His Firing Squad</i>
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 93-96.
(I) read silently with comprehension for a sustained period of time.	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 133-137.

**(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(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;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 93-96.
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	II. READ selections, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 83-87.
(C) read American and other world literature, including classic and contemporary works; and	Selected <i>Sourcebook Selections</i> Include: <i>My America, Living Like Weasels, Vietnam War Songs, Much Madness is Divinest Sense</i> and other poems, <i>Work is Work, Higher Laws</i>
(D) interpret the possible influences of the historical context on literary works.	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>The Day of Jubilee</i>

**(9) Reading/culture. The student reads widely, including American literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	Background on the author and selection is provided on the first page of each Teacher’s Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher’s Guide, BACKGROUND: <i>The Day of Jubilee</i> .
(B) compare text events with his/her own and other readers' experiences.	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 112.

**(10) Reading/literary response. The student expresses and supports responses to various types of texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays; and	<i>Sourcebook</i> Selections: <i>Living Like Weasels, Vietnam War Songs, Letters Home, The Prosecution, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest, Higher Laws</i>
(B) use elements of text to defend, clarify, and negotiate responses and interpretations.	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Living Like Weasels, Vietnam War Songs, Letters Home, The Prosecution, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest, Higher Laws</i>

**(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts;	<i>Sourcebook</i> Selections: <i>A Mistake of Terrifically Horrible Proportions, Alex</i>
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;	<i>Sourcebook</i> Selections: <i>Vietnam War Songs, Much Madness is Divinest Sense</i> and other poems, <i>Alaskan Bears</i>
(E) connect literature to historical contexts, current events, and his/her own experiences; and	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 81.
(F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	The Following Selected Matches Provide Opportunities to Meet this Objective:  I. BEFORE YOU READ, Teacher’s Guide: <i>Living Like Weasels, Vietnam War Songs, Nonviolence, Much Madness is Divinest Sense</i> and other poems, <i>Higher Laws</i>

**(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	The Following Selected Matches Provide Opportunities to Meet this Objective:  II. READ Teacher’s Guide, Literary Skill: <i>Vietnam War Songs, Letters Home, Much Madness is Divinest Sense</i> and other poems, <i>The Corn Harvest, Alaskan Bears</i>
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.	<i>Sourcebook Selection: Nonviolence</i>

**(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>

**(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use the conventions of oral language effectively;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(C) communicate effectively in conversations and group discussions while problem solving, and planning;	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(D) use effective verbal and nonverbal strategies in presenting oral messages;	
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>
(F) make relevant contributions in conversations and discussions.	The Following <i>Sourcebook</i> Selections Support this Objective: <i>Letters Home, Millions in His Firing Squad, Success is Counted Sweetest</i> and other poems, <i>The Corn Harvest</i>

**(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.	The Following Matches Support this Objective:  II. READ Teacher’s Guide, Literary Skill: <i>Living Like Weasels, Success is Counted Sweetest</i> and other poems, <i>Much Madness is Divinest Sense</i> and other poems, <i>Work is Work, Alaskan Bears</i>

**(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(C) present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	The Following Selected Matches Provide Opportunities to Meet this Objective: Teacher’s Guide, COMPREHENSION: <i>My Defense, Nonviolence, Americanization Is Tough on ‘Macho,’ Alex, Man and Nature</i>



**READING & WRITING SOURCEBOOKS ©2000**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**

3

**English IV - Grade 12**

**(1) Writing/purposes. The student writes in a variety of forms.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 145.
(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 67-68.
(C) write in a voice and style appropriate to audience and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 38.
(D) employ literary devices to enhance style and voice;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 153.
(E) employ precise language to communicate ideas clearly and concisely; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 67.
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 185.

**(2) Writing/writing processes. The student uses recursive writing processes when appropriate.**

<b>Objective</b>	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	<p>III. GATHER YOUR THOUGHTS activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 65-66.</p> <p>In addition, PREWRITING AND WRITING activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 140.</p>

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 219.
(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 46-47
(D) use varied sentence structure to express meanings and achieve desired effect;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 221.
(E) revise drafts by rethinking content organization and style to better accomplish the task;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 201-202.
(F) use effective sequences and transitions to achieve coherence and meaning;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 95-96.
(H) refine selected pieces to publish for general and specific audiences.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 164-165, 201-202.

**(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 57-58.
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 164-165.
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 185-186.
(D) produce error-free writing in the final draft; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 201-202.

**(4) Writing/inquiry/research. The student uses writing as a tool for learning and research.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	II. READ <u>Stop and Think</u> activities, located in <i>Sourcebook</i> lessons throughout the text, support this objective. See, for example, pages 61-62.
(B) use writing to discover, record, review, and learn;	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 117.
(C) use writing to organize and support what is known and what needs to be learned about a topic;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 112.
(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 57-58.
(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.	IV. WRITE activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 117.

**(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 99-106.  In addition, I. BEFORE YOU READ Vocabulary Building activities, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 161.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Teacher's Guide, VOCABULARY: <i>The Land, A Personal View, Letter from John Keats, The Struggle for Existence, Death in the Sea, One Way Out, Father, Mama is Chinese, Raju</i>
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and	Teacher's Guide, VOCABULARY: <i>Okankwo's Story, The Death of the Moth, One Way Out, Letter from C. S. Lewis, The Need to Say It</i>
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language.	Teacher's Guide, VOCABULARY: <i>Okankwo's Story,</i>

**(8) Reading/comprehension. The student comprehends selections using a variety of strategies.**

Objective	<i>Reading and Writing Sourcebook</i>
The student is expected to:	
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, page 112.
(B) draw upon his/her own background to provide connection to texts;	I. BEFORE YOU READ activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 112.
(C) monitor his/her own reading strategies and modify when necessary;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 99-106.
(D) construct images such as graphic organizers based on text descriptions and text structures;	Selected <i>Sourcebook</i> Selections Include: <i>A Personal View, Letter from John Keats, The Gray Beginnings, The Death of the Moth, Stuck Fast</i>  Selected COMPREHENSION Teacher’s Guide Examples Include: <i>Shipwreck, Visitors, The Gray Beginnings, Stuck Fast, Mama is Chinese</i>
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;	Selected Examples Include: Teacher’s Guide, II. READ-Literary Skill: <i>Letter from John Keats, Death in the Sun, The Charge of the Light Brigade, The Brilliant Konrad Schneider, Raju</i>
(F) produce summaries of texts by identifying main idea and supporting detail;	<i>Sourcebook</i> Selections: <i>Angola Amy, Alaskan Bears</i>
(G) draw inferences and support them with textual evidence and experience;	<i>Sourcebook</i> Selections: <i>Okonkwo’s Story, Death in the Sun</i>  Teacher’s Guide, COMPREHENSION: <i>Okonkwo’s Story, Death in the Sun, Raju</i>
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 99-106.
(I) read silently with comprehension for a sustained period of time.	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 99-106.

**(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(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;	II. READ selections, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, pages 158-161.
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	II. READ selections, located in each <i>Sourcebook</i> lesson, provide opportunities to meet this objective. See, for example, pages 158-161.
(C) read British and other world literature, including classic and contemporary works; and	Selected <i>Sourcebook</i> Selections Include: <i>Visitors, A Personal View, The Death of the Moth, Death in the Sun, Raju</i>
(D) interpret the possible influences of the historical context on a literary work.	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Okonkwo's Story</i>

**(10) Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	Background on the author and selection is provided on the first page of each Teacher's Guide lesson plan and provides opportunities to meet this objective. See, for example, Teacher's Guide, BACKGROUND: <i>Mama is Chinese</i> .
(B) compare text events with his/her own and other readers' experiences;	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 58.

**(11) Reading/literary response. The student expresses and supports responses to various types of texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays; and	Selected <i>Sourcebook</i> Selections Include: <i>Charge of the Light Brigade, A Personal View, Letter from John Keats, The Gray Beginnings, The Death of the Moth</i>
(B) use elements of text to defend, clarify, and negotiate responses and interpretations.	The Following Selected <i>Sourcebook</i> Selections Support this Objective: <i>Charge of the Light Brigade, A Personal View, Letter from John Keats, The Gray Beginnings, The Death of the Moth</i>

**(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(C) analyze relevance of setting and time frame to text's meaning;	<i>Sourcebook Selection: Raju</i>
(D) describe the development of plot and identify conflicts and how they are addressed and resolved;	Teacher's Guide, II. READ-Literary Skill: <i>Visitors</i>
(E) analyze the melodies of literary language, including its use of evocative words and rhythms;	<i>The Following Match Provides Opportunities to Meet this Objective:</i> <i>Sourcebook Selection: The Charge of the Light Brigade</i>
(F) connect literature to historical contexts, current events, and his/her own experiences; and	V. WRAP-UP activities, located in each <i>Sourcebook</i> lesson, support this objective. See, for example, page 126.
(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	The Following Selected Matches Provide Opportunities to Meet this Objective:  I. BEFORE YOU READ, Teacher's Guide: <i>Charge of the Light Brigade, A Personal View, Letter from John Keats, The Gray Beginnings, The Death of the Moth</i>

**(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness; and	The Following Selected Matches Provide Opportunities to Meet this Objective:  II. READ Teacher's Guide, Literary Skill: <i>The Gray Beginnings, Mama is Chinese, The Need to Say It</i>
(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	The Following Selected Matches Provide Opportunities to Meet this Objective:  II. READ Teacher's Guide, Literary Skill: <i>The Gray Beginnings, Mama is Chinese, The Need to Say It</i>

**(15) Listening/speaking/critical listening. The student listens attentively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;	II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>

**(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(A) use conventions of oral language effectively, including word choice, grammar, and diction;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(C) respond appropriately to the opinions and views of others;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, provide opportunities to meet this objective. See, for example, Teacher's Guide, page 126.</i>
(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, provide opportunities to meet this objective. See, for example, Teacher's Guide, page 126.</i>
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(F) make relevant contributions in conversations and discussions;	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, support this objective. See, for example, Teacher's Guide, page 126.</i>
(G) express and defend a point of view using precise language and appropriate detail; and	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, provide opportunities to meet this objective. See, for example, Teacher's Guide, page 126.</i>
(H) speak responsibly to present accurate, truthful, and ethical messages.	<i>II. READ Discussion questions, located in each Teacher's Guide lesson plan, provide opportunities to meet this objective. See, for example, Teacher's Guide, page 126.</i>

**(17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems.	The Following <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>The River, A Personal View, Letter from John Keats, The Charge of the Light Brigade, The Brilliant Konrad Schneider</i>

**(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook</i></b>
The student is expected to:	
(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.	The Following Selected <i>Sourcebook</i> Selections Provide Opportunities to Meet this Objective: <i>Shipwreck, The Death of the Moth, Death in the Sun, Mama is Chinese, Raju</i>