



WRITERS INC ©2001
Correlated To
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
For
English II

LEARNING STANDARD 1

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

Standard	Writers INC
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;	Handbook: 116-120, 147, 152, 168, 174, 179, 186, 188, 190, 192, 195, 221
(B) write in a voice and a style appropriate to audience and purpose; and	Handbook: 24, 46, 62, 67, 78, 79, 125-126, 127, 128, 129, 130-131, 132, 133-135, 136-138, 139-140, 423
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Handbook: 95-96, 99, 100-103, 104, 106, 107, 108, 115-117, 118-119, 120, 156, 158, 163, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210

LEARNING STANDARD 2

Writing/writing processes. The student uses recursive writing processes when appropriate.

Standard	Writers INC
The student is expected to:	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	Handbook: 5, 10-11, 28, 41-45, 48-49, 51-52, 62, 65-66, 67, 109, 111, 116, 120, 132, 134, 135, 147, 156, 163, 168, 179-180, 247-251
(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Handbook: 53-58, 59-68, 69-74, 75-79, 109-111, 116-120, 147, 152, 156, 158, 160, 252-253
(C) proofread writing for appropriateness of organization, content, style, and conventions;	Handbook: 6, 16-19, 59-68, 75-79, 106-110, 116-120, 125-132, 163, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 213, 254, 310, 316, 318
(D) refine selected pieces frequently to publish for general and specific audiences; and	Handbook: 6, 33-34, 35, 36, 37, 38, 39
(E) use technology for aspects of creating, revising, editing, and publishing texts.	Handbook: 6, 27, 28-29, 30, 31-32, 33-34, 35, 36, 37, 38

LEARNING STANDARD 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.

Standard	Writers INC
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;	Handbook: 25, 26, 76, 79, 110, 117, 205, 455-474, 475-477, 478-479, 480, 481-483, 484, 485-490, 491-500
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	Handbook: 81-82, 83-84, 85-86, 87-88, 89-90, 91, 92, 93, 501-517, 518-519, 520, 521, 522-525, 526-528
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	Handbook: 86, 90, 91, 92, 93, 501-517, 520, 521, 524-525, 526-528
(D) produce error-free writing in the final draft.	Handbook: 6, 16-17, 18, 19, 20, 29, 75-79, 110, 117, 147, 152, 156, 158, 160, 163, 168, 186, 188, 190, 192, 195, 200, 205, 208, 210, 216, 222, 228, 455-474, 475-490

LEARNING STANDARD 4

Writing/inquiry/research. The student uses writing as a tool for learning.

Standard	Writers INC
The student is expected to:	
(A) use writing to formulate questions, refine topics, and clarify ideas;	Handbook: 43, 45, 46, 51, 144-145, 397-399, 400-401, 402, 403-404
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;	Handbook: 45, 397-399, 400-401, 402, 403-404
(C) compile information from primary and secondary sources in systematic ways using available technology;	Handbook: 5, 47, 250-251, 256-257, 285-295, 324-330, 332-333, 337-349
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	Handbook: 48-49, 145, 351-356, 359-363, 433-436
(E) use writing as a study tool to clarify and remember information;	Handbook: 397-399, 400-401, 402, 403-404
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	Handbook: 143-154, 155-166, 167-184, 185-198, 199-213, 215-220, 221-226, 227-232, 245-254
(G) analyze strategies that writers in different fields use to compose.	The opportunity to address this objective is available on the following pages: Handbook: 9-20, 21-25, 43-44, 46-47, 48-49, 63-67, 69-74, 126-132

LEARNING STANDARD 5

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

Standard	Writers INC
The student is expected to:	
(A) evaluate writing for both mechanics and content; and	Handbook: 61, 62, 63-64, 65-66, 67, 68, 76, 77, 78, 79, 475-490
(B) respond productively to peer review of his/her own work.	Handbook: 69-74

LEARNING STANDARD 6

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

Standard	Writers INC
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	Handbook: 367-368, 369-370, 371-381
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Handbook: 369-370
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Handbook: 371-381
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;	The opportunity to address this objective is available on the following pages: Handbook: 368, 375-381, 490
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;	Handbook: 333, 346-347, 348, 349
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and	Handbook: 131
(G) read and understand analogies.	Handbook: 136, 233, 431

LEARNING STANDARD 7

Reading/comprehension. The student comprehends selections using a variety of strategies.

Standard	Writers INC
The student is expected to:	
(A) establish a purpose for reading such as to discover, interpret, and enjoy;	Handbook: 127, 143-154, 167-184, 185-298, 215-220, 221-226, 227-232, 246, 365
(B) draw upon his/her own background to provide connection with texts;	Handbook: 127, 143-154, 167-184, 185-298, 215-220, 221-226, 227-232, 246, 365
(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;	Handbook: 358, 359, 364, 365, 366
(D) construct images such as graphic organizers based on text descriptions and text structures;	Handbook: 43, 48-49, 120, 247, 359-363, 401, 524-525
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	Handbook: 360, 361, 363
(F) produce summaries of texts by identifying main ideas and their supporting details;	Handbook: 403-404
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;	Handbook: 228
(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Handbook: 358, 359, 360, 361, 362, 363
(I) read silently with comprehension for a sustained period of time.	The opportunity to address this objective is available on the following pages: Handbook: 357

LEARNING STANDARD 8

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

Standard	Writers INC
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;	Handbook: 23-25, 92, 167-184, 215-220, 221-226, 227-232, 364, 365, 366
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Handbook: 117, 144, 219, 223, 224, 225, 229, 230, 297-308, 309-321, 351-356, 559-568
(C) read world literature, including classic and contemporary works; and	Handbook: The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-226, 227-232, 365, 366
(D) interpret the possible influences of the historical context on a literary work.	The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-226, 227-232, 365, 366

LEARNING STANDARD 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.

Standard	Writers INC
The student is expected to:	
(A) recognize distinctive and shared characteristics of cultures through reading; and	The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-226, 227-232, 365, 366
(B) compare text events with his/her own and other readers' experiences.	Handbook: 215-216, 217, 218, 219, 220

LEARNING STANDARD 10

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

Standard	Writers INC
The student is expected to:	
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;	Handbook: 145, 398-399
(B) use elements of text to defend his/her own responses and interpretations; and	The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-225, 227-232
(C) compare reviews of literature, film, and performance with his/her own responses.	Handbook: 221-222, 223, 224, 225, 227-228, 229, 230, 231-232

LEARNING STANDARD 11

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

Standard	Writers INC
The student is expected to:	
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;	The opportunity to address this objective is available on the following pages: Handbook: 202, 228, 365
(B) analyze relevance of setting and time frame to text's meaning;	Handbook: 227-228, 229, 230, 231-232, 241
(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;	Handbook: 365

Standard	Writers INC
The student is expected to:	
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;	Handbook: 365
(E) connect literature to historical contexts, current events, and his/her own experiences; and	Handbook: 365
(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 opportunity to address this objective is available on the following pages: Handbook: 168-169, 174-175, 179-183, 233-243

LEARNING STANDARD 12

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

Standard	Writers INC
The student is expected to:	
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;	The opportunity to address this objective is available on the following pages: Handbook: 23, 24, 25, 359-366, 442
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and	Handbook: 325
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.	Handbook: 445-446

LEARNING STANDARD 13

Reading/inquiry/research. The student reads in order to research self-selected and assigned topics.

Standard	Writers INC
The student is expected to:	
(A) generate relevant, interesting, and researchable questions;	Handbook: 156, 158, 160, 163, 165, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 228, 246-249
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;	Handbook: 11, 324, 326, 327, 332-333, 338-342
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Handbook: 30, 31-32
(D) produce reports and research projects in varying forms for audiences; and	Handbook: 160, 205, 210, 247-254
(E) draw conclusions from information gathered.	Handbook: 325, 333, 442, 443, 444

LEARNING STANDARD 14

Listening/speaking/critical listening. The student listens attentively for a variety of purposes.

Standard	Writers INC
The student is expected to:	
(A) focus attention, interpret, respond, and evaluate speaker's message; and	Handbook: 70, 71, 390-391
(B) engage in critical, empathic, appreciative, and reflective listening.	Handbook: 71

LEARNING STANDARD 15

Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations.

Standard	Writers INC
The student is expected to:	
(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;	Handbook: 69-74, 167-184, 384-386, 390-391
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	Handbook: 167-184, 215-220, 221-226, 227-232, 233-243
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	Handbook: 69-74, 390-391, 445-446, 448-449, 450-451, 452, 453
(D) evaluate artistic performances of peers, public presenters, and media presentations; and	Handbook: 69-74, 174-178, 179-184, 384-386, 447-453
(E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.	Handbook: 69-74, 430, 434

LEARNING STANDARD 16

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

Standard	Writers INC
The student is expected to:	
(A) use the conventions of oral language effectively;	Handbook: 70, 421-432
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	Handbook: 421-432
(C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;	The opportunity to address this objective is available on the following pages: Handbook: 422-432
(D) use effective verbal and nonverbal strategies in presenting oral messages;	Handbook: 421-432
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	Handbook: 69-71, 384-386, 390-391
(F) make relevant contributions in conversations and discussions.	Handbook: 69-71, 384-386, 390-391

LEARNING STANDARD 17

Listening/speaking/presentations. The student prepares and presents informative and persuasive messages.

Standard	Writers INC
The student is expected to:	
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;	Handbook: 421-432
(B) choose valid proofs from reliable sources to support claims;	Handbook: 421-432
(C) use appropriate appeals to support claims and arguments;	The opportunity to address this objective is available on the following pages: Handbook: 422-423
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;	Handbook: 430
(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and	Handbook: 430

(F) make informed, accurate, truthful, and ethical presentations.	The opportunity to address this objective is available on the following pages: Handbook: 255-257, 325, 328, 330, 422-423
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LEARNING STANDARD 18

Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.

Standard	Writers INC
The student is expected to:	
(A) make valid interpretations of a variety of literary texts;	The opportunity to address this objective is available on the following pages: Handbook: 424
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and	The opportunity to address this objective is available on the following pages: Handbook: 424
(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	The opportunity to address this objective is available on the following pages: Handbook: 168, 174, 179, 430

LEARNING STANDARD 19

Viewing/representing/interpretation. The student understands and interprets visual representations.

Standard	Writers INC
The student is expected to:	
(A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;	The opportunity to address this objective is available on the following pages: Handbook: 48-49, 452, 453
(B) analyze relationships, ideas, and cultures as represented in various media; and	Handbook: 447-453
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	Handbook: 447-453

LEARNING STANDARD 20

Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.

Standard	Writers INC
The student is expected to:	
(A) investigate the source of a media presentation or production such as who made it and why it was made;	Handbook: 447-453
(B) deconstruct media to get the main idea of the message's content;	Handbook: 447-453
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	Handbook: 325, 333, 447-453
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	The opportunity to address this objective is available on the following pages: Handbook: 447-453
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and	The opportunity to address this objective is available on the following pages: Handbook: 447-453
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	The opportunity to address this objective is available on the following pages: Handbook: 447-453

LEARNING STANDARD 21

Viewing/representing/production. The student produces visual representations that communicate with others.

Standard	Writers INC
The student is expected to:	
(A) examine the effect of media on constructing his/her own perception of reality;	The opportunity to address this objective is available on the following pages: Handbook: 447-453
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	Handbook: 38-39, 433-436
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	Handbook: 433-436
(D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and	The opportunity to address this objective is available on the following pages: Handbook: 168, 188, 221, 317, 434
(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	The opportunity to address this objective is available on the following pages: Handbook: 70-74, 328-329, 330, 433-436