



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

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 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;	Handbook: 81-94, 95-104, 105-114, 115-124, 144-146, 147-151, 152-155, 156-157, 158-159, 160-162, 163-167, 168-173, 174-178, 179-185, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 202-204, 205-207, 208-209, 210-214, 215-220, 221-232, 245-254, 297-308, 309-322
(B) write in a voice and style appropriate to audience and purpose; and	Handbook: 46, 62, 139, 423
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	Handbook: 81-94, 95-104, 105-114, 115-124, 144-146, 147-151, 152-155, 156-157, 158-159, 160-162, 163-167, 168-173, 174-178, 179-185, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 202-204, 205-207, 208-209, 210-214, 215-220, 221-232, 245-254, 297-308, 309-322

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: 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 116, 147, 152, 156, 158, 160, 163, 168, 174, 179, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 216, 222, 228, 247, 251, 300, 310, 312, 314, 316, 318, 320
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	Handbook: 53, 54, 55, 56, 57, 58, 117, 147, 152, 156, 158, 160, 163, 168, 174, 179, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 216, 222, 228, 252, 300, 310, 312, 314, 316, 320
(C) proofread writing for appropriateness of organization, content, style, and conventions;	Handbook: 75, 76, 77, 78, 78, 116, 147, 152, 156, 158, 160, 163, 168, 174, 179, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 216, 222, 228, 253, 254, 300, 310, 312, 314, 316, 320, 454-531

Standard	Writers INC
The student is expected to:	
(D) refine selected pieces frequently to publish for general and specific audiences; and	Handbook: 6, 33, 34, 36, 37, 38, 39
(E) use technology for aspects of creating, revising, editing, and publishing.	Handbook: 27, 28, 29, 30, 31, 32, 39

LEARNING STANDARD 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.

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: 81-94, 95-104, 105-114, 115-124, 144-146, 147-151, 152-155, 156-157, 158-159, 160-162, 163-167, 168-173, 174-178, 179-185, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 202-204, 205-207, 208-209, 210-214, 215-220, 221-232, 245-254, 297-308, 309-322, 455-474, 475-490
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	Handbook: 90, 432, 503, 518, 519, 520, 521, 526, 527, 528
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and	Handbook: 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 518, 519, 520, 521, 522, 523
(D) produce error-free writing in the final draft.	Handbook: 75, 76, 77, 78, 78, 116, 147, 152, 156, 158, 160, 163, 168, 174, 179, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 216, 222, 228, 253, 254, 300, 310, 312, 314, 316, 320, 454-531

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: 359, 360, 361, 362, 363, 364, 397, 398, 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: 359, 360, 361, 362, 363, 364, 397, 398, 399, 400, 401, 402, 403, 404
(C) compile information from primary and secondary sources in systematic ways using available technology;	Handbook: 160-162, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337-350
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	Handbook: 48, 49, 120, 359, 360, 361, 362, 363, 398, 399
(E) use writing as a study tool to clarify and remember information;	Handbook: 359, 360, 361, 362, 363, 364, 397, 398, 399, 400, 401, 402, 403, 404
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	Handbook: 140, 160-162, 245-254, 392, 401, 403, 404

Standard	Writers INC
The student is expected to:	
(G) analyze strategies that writers in different fields use to compose.	The opportunity to address this objective is available on the following pages: Handbook: 81-94, 95-104, 105-114, 115-124, 144-146, 147-151, 152-155, 156-157, 158-159, 160-162, 163-167, 168-173, 174-178, 179-185, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 202-204, 205-207, 208-209, 210-214, 215-220, 221-232, 245-254, 297-308, 309-322

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: 75, 76, 77, 78, 78, 116, 147, 152, 156, 158, 160, 163, 168, 174, 179, 186, 188, 190, 192, 195, 200, 202, 205, 208, 210, 216, 222, 228, 253, 254, 300, 310, 312, 314, 316, 320, 454-531
(B) respond productively to peer review of his/her own work.	Handbook: 69, 70, 71, 72, 73, 74

LEARNING STANDARD 6

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

Standard	Writers INC
The student is expected to:	
(A) expand vocabulary through wide reading, listening, and discussing;	Handbook: 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	Handbook: 139, 235, 369
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	Handbook: 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381
(D) research word origins, including Anglo-Saxon, Latin, and Greek words;	The opportunity to address this objective is available on the following pages: Handbook: 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	Handbook: 346, 347, 349
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	Handbook: 131, 136, 233, 346, 347, 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;	The opportunity to address this objective is available on the following pages: Handbook: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366
(B) draw upon his/her own background to provide connection to texts;	The opportunity to address this objective is available on the following pages: Handbook: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366
(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	Handbook: 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366
(D) construct images such as graphic organizers based on text descriptions and text structures;	Handbook: 48, 49, 120, 359, 360, 361, 362, 363
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;	Handbook: 192-194, 195-199, 202-204, 205-207, 360, 361, 363
(F) identify main ideas and their supporting details;	Handbook: 56, 362
(G) summarize texts;	Handbook: 392, 401, 403, 404
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	The opportunity to address this objective is available on the following pages: Handbook: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	Handbook: 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366
(J) read silently with comprehension for a sustained period of time.	The opportunity to address this objective is available on the following pages: Handbook: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366

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: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	Handbook: 121-122, 148-151, 153, 157, 159, 161-162, 164, 170-171, 173, 176-177, 181, 182, 183, 187, 189, 191, 193-194, 196-197, 201, 203-204, 206-207, 209, 211-212, 217, 218, 223, 224, 225, 229-230, 250, 276-283, 299, 301, 303, 304, 305, 306, 311, 313, 315, 317, 319, 321, 325, 332, 333, 364, 365, 366
(C) read world literature, including classic and contemporary works; and	The opportunity to address this objective is available on the following pages: Handbook: 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226
(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, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226

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, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226
(B) compare text events with his/her own and other readers' experiences.	The opportunity to address this objective is available on the following pages: Handbook: 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226

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 dramatizations;	The opportunity to address this objective is available on the following pages: Handbook: 144-146, 147-151, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 210-214, 310-311, 312-313, 314-315, 316-317, 318-319
(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: 144-146, 147-151, 186-187, 188-189, 190-191, 192-194, 195-199, 200-201, 210-214, 215-220, 222-226, 310-311, 312-313, 314-315, 316-317, 318-319
(C) compare reviews of literature, film, and performance with his/her own responses.	The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-226, 421-432, 447-454

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) recognize the theme (general observation about life or human nature) within a text;	The opportunity to address this objective is available on the following pages: Handbook: 215-220, 221-226, 227-232, 233-241, 242-244
(B) analyze the relevance of setting and time frame to text's meaning;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(C) analyze characters and identify time and point of view;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(D) identify basic conflicts;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(E) analyze the development of plot in narrative text;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(F) recognize and interpret important symbols;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning; and	Handbook: 137, 138, 179-185, 236, 243

Standard	Writers INC
The student is expected to:	
(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 opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244

LEARNING STANDARD 12

Reading/analysis/evaluation. The student reads critically to evaluate texts.

Standard	Writers INC
The student is expected to:	
(A) analyze characteristics of text, including its structure, word choices, and intended audience;	Handbook: 22, 24, 46, 62, 78, 85, 130, 131, 139, 423, 442, 444, 445, 446
(B) evaluate the credibility of information sources and determine the writer's motives;	Handbook: 42, 50, 62, 67, 140, 325, 333
(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and	Handbook: 98, 115-123, 140, 442, 443, 444, 445, 446
(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.	Handbook: 188-189, 442, 443, 444, 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: 245-254
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;	Handbook: 323-330, 331-336, 337-350
(C) organize and convert information into different forms such as charts, graphs, and drawings;	Handbook: 48, 49, 120, 352, 353, 359, 360, 361, 362, 363
(D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely; and	Handbook: 245-254, 255-258, 259-274, 275-284, 285-296, 433-436
(E) draw conclusions from information gathered.	Handbook: 245-254, 255-258, 259-274, 275-284, 285-296, 433-436

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 on the speaker's message;	Handbook: 390, 391, 448-452
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;	The opportunity to address this objective is available on the following pages: Handbook: 390, 391, 448-452
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and	Handbook: 390, 391, 448-452
(D) formulate and provide effective verbal and nonverbal feedback.	The opportunity to address this objective is available on the following pages: Handbook: 390, 391, 448-452

LEARNING STANDARD 15

Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances 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, or individual or group performances of scripts;	The opportunity to address this objective is available on the following pages: Handbook: 421-432
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	Handbook: 447-454
(D) evaluate artistic performances of peers, public presenters, and media presentations; and	Handbook: 447-454
(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.	The opportunity to address this objective is available on the following pages: Handbook: 421-432

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: 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 messages effectively;	Handbook: 421-432

Standard	Writers INC
The student is expected to:	
(D) use effective verbal and nonverbal strategies in presenting oral messages;	Handbook: 421-433
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and	Handbook: 69-74, 383-388, 389-396
(F) make relevant contributions in conversations and discussions.	Handbook: 69-74, 383-388

LEARNING STANDARD 17

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

Standard	Writers INC
The student is expected to:	
(A) present and advance a clear thesis and support the major thesis with logical points or arguments;	Handbook: 421-427, 433-436
(B) choose valid evidence, proofs, or examples to support claims;	Handbook: 421-427, 444, 445, 446
(C) use appropriate and effective appeals to support points or claims; and	Handbook: 421-427, 444, 445, 446
(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	Handbook: 421-432

LEARNING STANDARD 18

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

Standard	Writers INC
The student is expected to:	
(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays; and	The opportunity to address this objective is available on the following pages: Handbook: 168-173, 174-178, 215-220, 221-226, 227-232, 233-241, 242-244
(B) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	Handbook: 421-433

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, including shape, line, color, and texture;	The opportunity to address this objective is available on the following pages: Handbook: 433-436, 447-454
(B) analyze relationships, ideas, and cultures as represented in various media; and	The opportunity to address this objective is available on the following pages: Handbook: 447-454

Standard	Writers INC
The student is expected to:	
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	Handbook: 42, 50, 62, 67, 140, 325, 333, 447, 448, 452, 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: 333, 447-454
(B) deconstruct media to get the main idea of the message's content;	Handbook: 333, 447-454
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	Handbook: 448, 449, 452, 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;	Handbook: 447-454
(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: 447-454
(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	Handbook: 447-452

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: 447-454
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	Handbook: 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 billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences; and	The opportunity to address this objective is available on the following pages: Handbook: 433-436
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.	Handbook: 328-329