The TEKS listed below are integrated through daily, weekly, and unit lessons; the degree in which the TEKS are focused will be apparent through Content and Language Objectives written on the board (or calendar) for students. Also listed are the TEKS for research. Again, portions or these TEKS are integrated in various assignments dependent on unit of study.

FOCUSED TEKS [POWER STRANDS INCORPORATED AND BASIS FOR LESSONS

Analyze textual context [within a sentence and in larger sections of text] to draw conclusions about the nuance in word meanings. [1B]

Analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition. [2A]

Analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventure, and historically important speeches influence the reader, evoke emotions, and create meaning. [6A]

Analyze how the style, tone, and diction of a text advance the author’s purpose and perspective or stance. [8A]

Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning. [13B]

Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases. [13C]

Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and variety of sentence structures. [15Ai]

Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs. [15Aii]

Write an analytical essay of sufficient length that includes a clear thesis statement or controlling idea. [15Aiii]

Write an analytical essay of sufficient length that includes a clear organizational schema for conveying ideas. [15Aiv]

Write an analytical essay of sufficient length that includes relevant and substantial evidence and well-chosen details. [15Av]

Write an analytical essay of sufficient length that includes information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources. [15Avi]

Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, make connections, creating sensory images). [F19A]

Make complex inferences (e.g., inductive and deductive) about text and use text and use textual evidence to support understanding. [F19B]

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| |  | | --- | | Research TEKS | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.[20A] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.[20B] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.[21A] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps / timelines, and separate factual data from complex inferences.[21B] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.[21C] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | modify the major research question as necessary to refocus the research plan.[22A] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.[22B] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | critique the research process at each step to implement changes as the need occurs and is identified.[22C] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.[23A] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | uses a variety of formats and rhetorical strategies to argue for the thesis.[23B] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments.[23C] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials.[23D] | |

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|  |  |  |  | https://elpaso.schoolobjects.com/eduphoria_icon_images/document.png | |  | | --- | | is of sufficient length and complexity to address the topic.[23E] | |