

# Correlation to the Texas End-of-Course English II Essential Knowledge and Skills

This worktext is customized to the Eligible Texas Essential Knowledge and Skills and will help you prepare for the Texas End-of-Course English II test.

Texas Essential Knowledge and Skills	Measuring Up® Lessons
<b>Reporting Category 1: Understanding and Analysis Across Genres</b>	
<b>The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.</b>	
E.1 <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to	
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; <b>Supporting Standard</b>	1
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words; <b>Readiness Standard</b>	2
(C) infer word meaning through the identification and analysis of analogies and other word relationships; <b>Supporting Standard</b>	3
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i> ); <b>Supporting Standard</b>	4
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. <b>Readiness Standard</b>	1, 2, 4
E.2 <b>Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to	
(A) compare and contrast differences in similar themes expressed in different time periods; <b>Supporting Standard</b>	5
E.9 <b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to	
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. <b>Supporting Standard</b>	6
(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to	
(B) make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b>	2, 3, 5, 6
<b>Reporting Category 2: Understanding and Analysis of Literary Texts</b>	
<b>The student will demonstrate an ability to understand and analyze literary texts.</b>	
E.2 <b>Reading/Comprehension of Literary Text/Theme and Genre.</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to	
(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; <b>Supporting Standard</b>	7
(C) relate the figurative language of a literary work to its historical and cultural setting. <b>Supporting Standard</b>	8

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E.3 <b>Reading/Comprehension of Literary Text/Poetry.</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to	
(A) analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry. <b>Supporting Standard</b>	9
E.4 <b>Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to	
(A) analyze how archetypes and motifs in drama affect the plot of plays. <b>Supporting Standard</b>	10
E.5 <b>Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to	
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction; <b>Readiness Standard</b>	11
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures; <b>Supporting Standard</b>	12
(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction. <b>Supporting Standard</b>	13
E.6 <b>Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to	
(A) evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction. <b>Supporting Standard</b>	14
E.7 <b>Reading/Comprehension of Literary Text/Sensory Language.</b> Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to	
(A) explain the function of symbolism, allegory, and allusions in literary works. <b>Supporting Standard</b>	15
E.12 <b>Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; <b>Supporting Standard</b>	5
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. <b>Supporting Standard</b>	MLP 2
(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. The student is expected to	
(B) make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard</b> (Fiction) / <b>Supporting Standard</b> (Literary Nonfiction, Poetry, Drama, Media Literacy)	7, 8, 9, 10, 11, 12, 13, 14, 15
<b>Reporting Category 3: Understanding and Analysis of Informational Texts</b>	
<b>The student will demonstrate an ability to understand and analyze informational texts.</b>	
E.8 <b>Reading/Comprehension of Informational Text/Culture and History.</b> Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to	
(A) analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details. <b>Readiness Standard</b>	16

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E.9 <b>Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to	
(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique; <b>Readiness Standard</b>	17
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts; <b>Supporting Standard</b>	18
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns. <b>Readiness Standard</b>	19
E.10 <b>Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to	
(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments. <b>Supporting Standard</b>	20
E.11 <b>Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to	
(A) evaluate text for the clarity of its graphics and its visual appeal; <b>Supporting Standard</b>	21
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics). <b>Supporting Standard</b>	22
E.12 <b>Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to	
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; <b>Supporting Standard</b>	21, 22
(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. <b>Supporting Standard</b>	20
(Figure 19) <b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to	
(B) make complex inferences about text and use textual evidence to support understanding. <b>Readiness Standard (Expository) / Supporting Standard (Persuasive, Procedural, Media Literacy)</b>	16, 17, 18, 19, 20, 21, 22
<b>Reporting Category 4: Composition</b>	
<b>The student will demonstrate an ability to compose a variety of written texts with a clear, controlling thesis; coherent organization; sufficient development; and effective use of language and conventions.</b>	
E.13 <b>Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to	
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; <b>Readiness Standard</b>	24
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; <b>Readiness Standard</b>	23, 24
(D) edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>	23, 24
E.16 <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience <b>Readiness Standard</b> that includes	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	23, 24
(D) an organizing structure appropriate to the purpose, audience, and context;	24
(E) an analysis of the relative value of specific data, facts, and ideas.	24

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<b>Reporting Category 5: Revision</b>	
<b>The student will demonstrate an ability to revise a variety of written texts.</b>	
E.13 <b>Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to	
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. <b>Readiness Standard</b>	25, 26, 27
E.15 <b>Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to	
(A) write an [analytical] essay of sufficient length that includes	26
(i) effective introductory and concluding paragraphs and a variety of sentence structures; <b>Supporting Standard</b>	26
(ii) rhetorical devices, and transitions between paragraphs; <b>Supporting Standard</b>	26
(iii) a thesis or controlling idea; <b>Supporting Standard</b>	26
(iv) an organizing structure appropriate to purpose, audience, and context; <b>Supporting Standard</b>	26
(v) relevant evidence and well-chosen details; <b>Supporting Standard</b>	26
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement. <b>Supporting Standard</b>	26
E.16 <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes	
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; <b>Supporting Standard</b>	27
(C) counter-arguments based on evidence to anticipate and address objections; <b>Supporting Standard</b>	27
(D) an organizing structure appropriate to the purpose, audience, and context; <b>Supporting Standard</b>	27
(E) an analysis of the relative value of specific data, facts, and ideas; <b>Supporting Standard</b>	27
(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations). <b>Supporting Standard</b>	27
<b>Reporting Category 6: Editing</b>	
<b>The student will demonstrate an ability to edit a variety of texts.</b>	
E.13 <b>Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to	
(D) edit drafts for grammar, mechanics, and spelling. <b>Readiness Standard</b>	28, 29, 30, 31, 32
E.17 <b>[Oral and] Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to	
(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: <b>Readiness Standard</b>	28, 29, 30
(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); <b>Supporting Standard</b>	28
(ii) restrictive and nonrestrictive relative clauses; <b>Supporting Standard</b>	29
(iii) reciprocal pronouns (e.g., each other, one another); <b>Supporting Standard</b>	30
(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). <b>Readiness Standard</b>	31

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E.18 <b>[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to	
(A) use conventions of capitalization; <b>Readiness Standard</b>	32
(B) use correct punctuation marks <b>Readiness Standard</b> including	32
(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; <b>Supporting Standard</b>	29, 32
(ii) quotation marks to indicate sarcasm or irony. <b>Supporting Standard</b>	32
E.19 <b>[Oral and] Written Conventions/Spelling.</b> Students spell correctly. Students are expected to	
(A) spell correctly, including using various resources to determine and check correct spellings. <b>Readiness Standard</b>	32

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