

Standards Table: English II English Language Arts

<b>SPIs</b>	
<b>Language</b>	<b>SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.</b>
	<b>SPI 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.</b>
	<b>SPI 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.</b>
	<b>SPI 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.</b>
	<b>SPI 3002.1.6 Use commas to set off nonessential elements in a sentence.</b>
	<b>SPI 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.</b>
	<b>SPI 3002.1.8 Recognize correct subject-verb agreement with intervening elements.</b>
	<b>SPI 3002.1.9 Recognize a shift in either verb tense or point or view within a writing sample.</b>
	<b>SPI 3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).</b>
	<b>SPI 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.</b>
	<b>SPI 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.</b>
	<b>SPI 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).</b>
	<b>SPI 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.</b>

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	<b>SPI 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.</b>
	<b>SPI 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).</b>
<b>Writing and Research</b>	<b>SPI 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.</b>
	<b>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph.</b>
	<b>SPI 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.</b>
	<b>SPI 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.</b>
	<b>SPI 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.</b>
	<b>SPI 3002.3.7 Select the thesis statement in a writing sample or passage.</b>
	<b>SPI 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</b>
	<b>SPI 3002.3.10 Identify a statement that reveals the writer’s attitude.</b>
	<b>SPI 3002.3.12 Determine the writer’s purpose in a writing sample.</b>
	<b>SPI 3002.3.13 Identify sentences that use effective parallelism within a writing sample.</b>
	<b>SPI 3002.3.14 Select the proper format to convey a set of work-related information.</b>
	<b>SPI 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.</b>
	<b>SPI 3002.3.16 Identify the mode in which a writing sample is written.</b>
	<b>SPI 3002.4.1 Select the research topic with the highest degree of focus.</b>
<b>SPI 3002.4.3 Evaluate the reliability and credibility of sources for use in research.</b>	

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	<b>SPI 3002.4.4 Evaluate the validity of Web pages as sources of information.</b>
	<b>SPI 3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.</b>
	<b>SPI 3002.4.6 Identify information that must be cited or attributed within a writing sample.</b>
<b>Communication and Media</b>	<b>SPI 3002.2.1 Identify the thesis and main points of a challenging speech.</b>
	<b>SPI 3002.2.2 Distinguish between a summary and a paraphrase.</b>
	<b>SPI 3002.2.3 Distinguish between a critique and a summary.</b>
	<b>SPI 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</b>
	<b>SPI 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).</b>
	<b>SPI 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).</b>
	<b>SPI 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).</b>
	<b>SPI 3002.7.1 Draw an inference from a non-print medium.</b>
	<b>SPI 3002.7.3 Choose a visual image that best reinforces a viewpoint.</b>
	<b>SPI 3002.7.5 Match a focused message to an appropriate medium.</b>
<b>SPI 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).</b>	

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Logic	<b>SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.</b>
	<b>SPI 3002.5.2 Choose a logical word to complete an analogy.</b>
	<b>SPI 3002.5.4 Analyze cause-effect relationships in text.</b>
	<b>SPI 3002.5.7 Differentiate between the stated and implied evidence of a given argument.</b>
	<b>SPI 3002.5.9 Identify a statement that reveals the writer’s biases, stereotypes, assumptions, or values within a writing sample.</b>
	<b>SPI 3002.5.10 Identify a false premise in text.</b>
	<b>SPI 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.</b>
	<b>SPI 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.</b>
	<b>SPI 3002.5.13 Select a rebuttal statement that best refutes the writer’s viewpoint.</b>
	<b>SPI 3002.5.14 Distinguish the strongest or weakest point of a given argument.</b>
Informational Text	<b>SPI 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.</b>
	<b>SPI 3002.6.2 Use the graphics of informational and technical passages to answer questions.</b>
	<b>SPI 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.</b>
	<b>SPI 3002.6.5 Synthesize information across two or more informational or technical texts.</b>
Literature	<b>SPI 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</b>
	<b>SPI 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.</b>
	<b>SPI 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).</b>
	<b>SPI 3002.8.8 Identify and analyze the common theme in a series of passages.</b>

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	<b>SPI 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.</b>
	<b>SPI 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).</b>
	<b>SPI 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).</b>
<b>Dropped SPIs: These SPIs will not appear on the 2013-14 TCAP End of Course Exams</b>	
<b>Language</b>	<b>SPI 3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).</b>
	<b>SPI 3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi ).</b>
<b>Writing and Research</b>	<b>SPI 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.</b>
	<b>SPI 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).</b>
	<b>SPI 3002.3.11 Identify the targeted audience for a selected passage.</b>
	<b>SPI 3002.4.2 Differentiate between primary and secondary sources.</b>
<b>Communication and Media</b>	<b>SPI 3002.7.2 Select the type of conflict represented in a non-print medium.</b>
	<b>SPI 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</b>
	<b>SPI 3002.7.6 Infer the mood represented in a non-print medium.</b>

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<b>Logic</b>	<b>SPI 3002.5.3 Evaluate text for fact and opinion.</b>
	<b>SPI 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).</b>
	<b>SPI 3002.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority) within a given argument.</b>
	<b>SPI 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.</b>
<b>Informational Text</b>	<b>SPI 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</b>
<b>Literature</b>	<b>SPI 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.</b>
	<b>SPI 3002.8.2 Differentiate among verbal, situational, and dramatic irony.</b>
	<b>SPI 3002.8.3 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.</b>
	<b>SPI 3002.8.6 Differentiate between mood and tone in poetry or prose.</b>
	<b>SPI 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).</b>
	<b>SPI 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.</b>
	<b>SPI 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).</b>
	<b>SPI 3002.8.14 Identify classical, historical, and literary allusions in context.</b>
	<b>SPI 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</b>

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