**TEKS (gray) Grade 8—AP Language Skills (green)—AP Literature Skills (blue)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Foundational Language Skills** | **Comprehension Skills** | **Response**  **Skills** | **Multiple**  **Genres** | **Author’s Purpose and Craft** | **Composition** | **Inquiry and Research** |
| (1)  **Developing**, **sustaining** **foundational language skills**: oral language; develops oral language by listening, speaking, discussion.  (A)  **listen** actively interpret message by summarizing, asking questions, making comments;  (B)  **follow,** **give** complex oral instructions perform specific tasks, answer questions, solve problems;  (C)  **advocate** position using anecdotes, analogies, illustrations employing eye contact, speaking rate, volume, enunciation, variety natural gestures, conventions of language to communicate ideas effectively;  (D)  **participate** collaboratively discussions, plan agendas clear goals, deadlines, set time limits speakers, take notes, vote key issues.  (2)  **Developing,** **sustaining** **foundational language skills**: vocabulary; uses vocabulary.  (A)  **use** print, digital resources determine meaning, syllabication, pronunciation, word origin, parts speech;  (B)  **use** context within, beyond paragraph clarify meaning unfamiliar, ambiguous words;  (C)  **determine** meaning usage grade-level academic English words derived from Greek Latin roots, ast, qui, path, mand/mend, duc.  (3)  **Developing,** **sustaining** **foundational language skills**:  fluency; reads fluency, comprehension; adjust fluency reading purpose  (4)  **Developing,** **sustaining** **foundational language skills**: self-sustained reading; reads texts independently; self-select, read independently sustained time. | (5)  **Comprehension skills**: multiple texts; metacognitive skills develop, deepen comprehension increasingly complex texts.  (A)  **establish** purpose reading assigned, self-selected texts;  (B)  **generate** questions about text before, during, after reading deepen understanding gain information;  (C)  **make**, **correct**, **confirm** predictions using text features, characteristics genre, structures;  (D)  **create** mental images deepen understanding;  (E)  **make** connections personal experiences, ideas other texts, society;  (F)  **make** inferences, **use** evidence support understanding;  (G)  **evaluate** details read determine key ideas;  (H)  **synthesize** information create new understanding;  (I)  **monitor** comprehension **make** adjustments, re-reading, using background knowledge, asking questions, annotating when understanding breaks down. | (6)  **Response skills**: multiple texts; responds increasingly challenging variety sources read, heard, viewed.  (A)  **describe** personal connections variety sources, including self-selected texts;  (B)  **write** responses demonstrate understanding texts, comparing sources within, across genres;  (C)  **use** text evidence support appropriate response;  (D)  **paraphrase, summarize** texts ways maintain meaning logical order;  (E)  **interact** with sources meaningful ways, notetaking, annotating, freewriting, illustrating;  (F)  **respond** using newly acquired vocabulary;  (G)  **discuss,** **write** about the explicit, implicit meanings text;  (H)  **respond** orally, writing appropriate register, vocabulary, tone, voice;  (I)  **reflect** on, **adjust** responses new evidence presented;  (J)  **defend, challenge** authors' claims using relevant text evidence. | (7)  **Multiple genres**: multiple texts; literary elements; recognizes, analyzes literary elements complex traditional, contemporary, classical, diverse literary texts.  (A)  **analyze** how themes developed through interaction characters, events;  (B)  **analyze** how characters' motivations, behaviors influence events, resolution conflict;  (C)  **analyze** non-linear plot development, flashbacks, foreshadowing, subplots, parallel plot structures, **compare** to linear plot development;  (D)  **explain** how setting influences values, beliefs characters.  (8)  **Multiple genres**: multiple texts—genres; recognizes, analyzes genre-specific characteristics, structures, purposes complex traditional, contemporary, classical, diverse texts.  (A)  **demonstrate** knowledge literary genres, realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, short stories;  (B)  **analyze** effect graphical elements such as punctuation, line length poems across variety poetic forms, epic, lyric, humorous poetry;  (C)  **analyze** how playwrights develop dramatic action through use acts, scenes;  (D)  **analyze** characteristics, structural elements informational text,  (i)  controlling idea, thesis supporting evidence;  (ii)  features, footnotes, endnotes, citations;  (iii)  multiple organizational patterns text develop thesis;  (E)  **analyze** characteristics, structures argumentative text by:  (i)  **identifying** claim, **analyzing** argument;  (ii)  **identifying,** **explaining** counter argument;  (iii)  **identifying** intended audience reader;  (F)  **analyze** characteristics multimodal, digital texts. | (9**)  Author's purpose and craft**: multiple texts; critical inquiry analyze authors' choices, how influence, communicate meaning variety texts; analyzes, applies author's craft to develop own products, performances.  (A)  **explain** author's purpose, message text;  (B)  **analyze** how use text structure contributes author's purpose;  (C)  **analyze** author's use print, graphic features achieve specific purposes;  (D)  **describe** how author's use figurative language such as extended metaphor achieves specific purposes;  (E)  **identify,** **analyze** use literary devices, including multiple points view, irony;  (F)  **analyze** how author's use language contributes mood, voice, tone;  (G)  **explain** purpose rhetorical devices such as analogy, juxtaposition, logical fallacies such as bandwagon appeals, circular reasoning. | (10)  **Composition**: multiple texts; writing process; writing process recursively compose multiple texts legible, appropriate conventions.  (A)  **plan** first draft selecting genre appropriate particular topic, purpose, audience using range strategies such as discussion, background reading, personal interests;  (B)  **develop** drafts focused, structured, coherent piece writing by:  (i)  **organizing** purposeful structure, including introduction, transitions, coherence paragraphs, conclusion;  (ii)  **developing** engaging idea reflecting depth thought specific facts, details, examples;  (C)  **revise** drafts clarity, development, organization, style, word choice, sentence variety;  (D)  **edit** drafts using standard English conventions:  (i)  complete complex sentences, subject-verb agreement, avoid splices, run-ons, fragments;  (ii)  consistent, appropriate verb tenses, active/passive voice;  (iii)  prepositions, prepositional phrases, influence S-V agreement;  (iv)  PN-ANT agreement;  (v)  capitalization;  (vi)  punctuation, commas in nonrestrictive phrases clauses, semicolons, colons, parentheses;  (vii)  spelling, homophones  (E)  **publish** written work audiences.  (11)  **Composition**: multiple texts—genres; genre characteristics, craft compose multiple texts meaningful.  (A)  **compose** literary texts, personal narratives, fiction, poetry using genre characteristics, craft;  (B)  **compose** informational texts, multi-paragraph essays convey information about topic, thesis statement, genre characteristics, craft;  (C)  **compose** multi-paragraph argumentative texts using genre characteristics, craft;  (D)  **compose** correspondence reflects opinion, registers complaint, requests information business/friendly structure. | (12)  **Inquiry and research**: multiple texts; engages short-term, sustained recursive inquiry processes variety purposes.  (A)  **generate** student-selected/teacher-guided questions formal, informal inquiry;  (B)  **develop,** **revise** plan;  (C)  **refine** major research question guided by answers secondary set questions;  (D)  **identify,** **gather** relevant information from variety sources;  (E)  **differentiate** primary, secondary sources;  (F)  **synthesize** information from variety sources;  (G)  **differentiate** paraphrasing, plagiarism using source;  (H)  **examine** sources:  (i)  reliability, credibility, bias, omission;  (ii)  faulty reasoning, bandwagon appeals, repetition, loaded language;  (I)  **display** academic citations, **use** source materials ethically;  (J)  **use** mode delivery, written, oral, multimodal, present results. |
| **AP Language Skills and Standards** | **Rhetorical Situation Reading** | **Claims and Evidence Reading** | **Rhetorical Situation Reading** | **Reasoning and Organization Reading** | **Rhetorical Situation Writing** |  |
|  | 1.A—**identify**, **describe** components rhetorical situation: exigence, audience, writer, purpose, context, message  1.B—**explain** how argument demonstrates understanding audience’s beliefs, values, morals | 3.A—**identify,** **explain** claims, evidence, argument  3.B—**identify,** **describe** thesis argument, indication provides argument’s structure  3.C—**explain** ways claims qualified by modifiers, counterarguments, alternative perspectives | 1.A—**identify**, **describe** components rhetorical situation: exigence, audience, writer, purpose, context, message  1.B—**explain** how argument demonstrates understanding audience’s beliefs, values, morals | 5.A—**describe** line reasoning, explain supports argument’s overarching thesis  5.B—**explain** how organization text creates unity, coherence, reflects line reasoning  5.C—**recognize**, **explain** methods development accomplish purpose | 2.A—**write** introductions, conclusions appropriate purpose, context rhetorical situation  2.B—**demonstrate** understanding audience’s beliefs, values, needs |
| **Style**  **Reading** | **Claims and Evidence Writing** |
| 7.A—**explain** how word choice, comparisons, syntax contribute specific tone, style text  7.B—**explain** how writers create, combine, place independent, dependent clauses show relationship ideas  7.C—**explain** how grammar, mechanics contribute clarity, effectiveness argument | 4.A—**develop** paragraph includes claim, evidence supporting claim  4.B—**write** thesis requires proof, defense, preview structure argument  4.C—**qualify** claim using modifiers, counterarguments, alternative perspectives |
| **Reasoning and Organization Writing** |
| 6.A—**develop** line reasoning, commentary explains argument  6.B—**use** transitional elements guide reader line reasoning argument  6.C—**use** appropriate methods development advance argument |
| **Style**  **Writing** |
| 8.A—**use** words, comparisons, syntax convey specific tone, style argument  8.B—**write** sentences clearly convey ideas, arguments  8.C—**use** established conventions grammar, mechanics communicate clearly, effectively |
| **AP Literature Skills and Standards** |  |  | **Character** | **Structure** | **Literary Argumentation** |  |
|  |  |  | 1.A—**identify**, **describe** textual details reveal character, character’s perspective, character’s motives  1.B—**examine** function character changing, remaining unchanged  1.C—**explain** function contrast characters  1.D—**describe** textual details reveal characters’ relationships  1.E—**explain** character’s choices, actions, speech reveal complexity of character, explain function complexities | 3.A—**identify**, describe plot  3.B—**explain** function sequence events plot  3.C—**explain** function structure in text  3.D—**explain** function contrasts in text  3.E—**explain** function significant event, related events in plot  3.F—**explain** function conflict | 7.A—**develop** paragraph 1-claim requires defense, evidence, 2-evidence  7.B—**develop** thesis conveys defensible claim, **establish** line reasoning  7.C—**develop** commentary establish, **explain** relationship evidence, line reasoning, thesis  7.D—**select**, **use** evidence develop, support line reasoning  7.E—**demonstrate** control over essay |  |
| **Setting** | **Figurative Language** |
| 2.A—**identify**, **describe** text details convey, reveal setting  2.B—**explain** function setting  2.C—**describe** relationship character, setting | 5.A—**distinguish** literal, figurative meanings  5.B—**explain** function diction  5.C—**identify**, **explain** function symbol  5.D—**identify**, **explain** function image, imagery  6.A—**identify**, **explain** function simile  6.B—**identify**, **explain** function metaphor  6.C—**identify**, **explain** function personification  6.D—**identify**, **explain** function allusion |
| **Narration** |
| 4.A—**identify**, **describe** narrator, speaker text  4.B—**identify**, **describe** function point of view  4.C—**identify**, **describe** details, diction, syntax text reveal narrator’s, speaker’s perspective  4.D—**explain** narrator’s reliability affect narrative |

*Source: The provisions of this §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999.*

*AP English Literature and Composition Course and Exam Description Fall 2019*

*AP English Language and Composition Course and Exam Description Fall 2019*