**TEKS—AP—CRS Standards Alignment**

**8th grade**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Texas Essential Knowledge and Skills** | **Advanced Placement Goals and Objectives** | **College Readiness Standards** | **STAAR Reporting Categories** | **Strategies and Activities** | **STAAR Sample Questions** | **AP Sample Questions** | **SAT Sample Questions** |
| **Reading—the student is expected to…** | | | | | | | |
| 1—**adjust** fluency when reading aloud grade-level text based on the reading purpose and the nature of the text (fluency) | 1. **Read** complex texts with understanding. 2. **Examine** a variety of writers to examine the wealth of approaches to subject and audience that such writers display. 3. **Become** acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading. 4. **Study**, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit. 5. **Develop** a wide-ranging vocabulary used appropriately and effectively. 6. **Develop** a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness. 7. **Read** to become aware of how stylistic effects are achieved by writers’ linguistic choices. 8. **Analyze** and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques. 9. **Read** deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. 10. **Make** careful observations of textual detail. 11. **Draw** from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. 12. **Gain** awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties. 13. **Read** primary and secondary source material carefully, and synthesize material from these texts in student compositions. 14. **Accompany** reading with thoughtful discussion and writing about works in the company of one’s fellow students. 15. **Read** closely from the following perspectives:   • Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.  • Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.  • Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.   1. **Establish** connections among observations. 2. **Use** graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves. 3. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 4. **Underscore** the commonalities and distinctive elements of evocative literary language. 5. **Develop** awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. 6. **Analyze** images as text | 1. **Locate** explicit textual information, draw complex inferences, and analyze and evaluate the information within and across text of varying lengths. 2. **Use** effective reading strategies to determine written work’s purpose and intended audience. 3. **Use** text features and graphics to form an overview of informational texts and to determine where to locate information. 4. **Identify** explicit and implicit textual information including main ideas and author’s purpose. 5. **Draw** and **support** complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. 6. **Analyze** the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. 7. **Analyze** imagery in literary texts. 8. **Evaluate** the use of both literal and figurative language to inform and shape the perceptions of readers. 9. **Compare** and **analyze** how generic features are used across texts. 10. **Identify** and **analyze** the audience, purpose and message of an informational or persuasive text. 11. **Identify** and **analyze** how an author’s use of language appeals to the senses, create imagery, and suggests mood. 12. **Identify**, **analyze**, and **evaluate** similarities and differences in how multiple texts present information, argue a position, or relate a theme. 13. **Understand** new vocabulary and concepts and **use** them accurately in reading, speaking, and writing. 14. **Identify** new words and concepts acquired through study of their relationships to other words and concepts. 15. **Apply** knowledge of roots and affixes to infer the meanings of new words. 16. **Use** reference guides to confirm the meanings of new words or concepts. 17. **Describe**, **analyze**, and **evaluate** information within and across literary and other texts from a variety of cultures and historical periods. 18. **Read** a wide variety of texts from American, European, and world literatures. 19. **Analyze** themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. 20. **Analyze** works of literature for what they suggest about the historical period and culture contexts in which they were written. 21. **Analyze** and **compare** the use of language in literary works from a variety of world cultures. 22. **Explain** how literary and other texts evoke personal experience and reveal character in particular historical circumstances. 23. **Describe** insights gained about oneself, others, or the world from reading specific texts. 24. **Analyze** the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film. | **Reporting Category 1:** Understanding across genres  8.2ABE, 8.3AB, 8.9A, 8.11A, Fig. 19F | **Basic Reading Strategy-**  Key word the questions  Set up the passage  Read and annotate  Double check textual evidence  Select Answer |  |  |  |
| 2A—**determine** the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (vocabulary)(R) | **Reporting Category 2:**  Comprehension and analysis of literary texts  8.3C, 8.4A, 8.5A, 8.6ABC, 8.7A, 8.8A, 8.13AC, Fig 19DE | **Frame and Name**-use PSRs to determine the meaning of unfamiliar words | * The Latin word expedite, meaning “to be useful,” helps the reader understand that the word expediency in paragraph 5 means— * What does the word alumni mean in paragraph 7? * In paragraph 1, the word intimidating means… * Because the Latin root tangere means “to touch,” the reader can tell that the word intangible in paragraph 7 refers to something… | * The word “groundvole” (line 48) refers to a * The meaning of the word “scrim” (line 21) is a * The word “pertinent” (line 32) is best interpreted to mean… * The connotation of the word “celebration” (line 22) can best be interpreted to mean that one is… |  |
| 2B—**use** context to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings (vocabulary)(R) | **Reporting Category 3:** Comprehension and analysis of informational texts  8.10ABCD, 8.11B, 8.12B, 8.13AC, Fig. 19DE  ` | **Types of Context Clues-**  Definition  Synonym  Antonym  Gist | Which words from paragraph 6 help the reader understand the meaning of prescribed?  In paragraph 11, the word logistics means the…  Which words from paragraph 2 help the reader understand what opted means?  In paragraph 5, the word sophisticated means…  In paragraph 41, the reader can tell that something that takes precedence is…  What do the words came to fruition mean in paragraph 2?  In paragraph 16, the word nonchalantly means…  What does the word constructive mean in paragraph 7?  Which words from paragraph 6 help the reader understand the meaning of prescribed?  The word misgivings in paragraph 3 means…  In paragraph 10, the word ominously means… | * The word “groundvole” (line 48) refers to a * The meaning of the word “scrim” (line 21) is a * The word “pertinent” (line 32) is best interpreted to mean… * The connotation of the word “celebration” (line 22) can best be interpreted to mean that one is… |  |
| 2C—**complete** analogies that describe a function or its description (vocabulary) |  |  |  |  |
| 2D—**identify** common words or word parts from other languages that are used in written English (vocabulary) |  |  |  |  |
| 2E—**use** a dictionary, a glossary, or a thesaurus to determine the meanings, syllabication, pronunciation, alternate words choices, and parts of speech of words (vocabulary)(R) | **Dictionary Races** | Read the following dictionary entry. Which definition most closely matches the meaning of surveyed as it is used in paragraph 2? | Dictionaries and other reference materials are NOT available on these tests. | Dictionaries and other reference materials are NOT available on these tests. |
| 3A—**analyze** literary works that share similar themes across cultures (theme and genre) |  |  |  |  |
| 3B—**compare** and **contrast** the similarities and differences in mythologies from various cultures (theme and genre) |  |  |  |  |
| 3C—**explain** how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work (theme and genre)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | Which statement best expresses the main theme of the excerpt?  Which lines from the poem reflect a lesson that the speaker learns?  Based on the story, what can the reader conclude about homestead laws in the early 1900s?  The reader can best identify this selection as a memoir because…. | * The last sentence implies that the Dodsons would require that errant relatives… * Which of the following would the Dodsons probably NOT approve of in a family member? |  |
| 4—**compare** and **contrast** the relationship between the purpose and characteristics of different poetic forms (poetry)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Venn** | Read lines 11 and 12 from the poem. Why does the poet compare space travelers to the early settlers of America?  How are the train and the speaker similar?  Which line from the poem best expresses the speaker’s sense of dread?  Dividing the poem into two stanzas allows the poet to…  The train is important to the poem because it represents…  The poet likely intends for the last two lines to express the speaker’s…  In the poem, the speaker’s mood changes from…  Based on the last stanza, the reader can conclude that the speaker…  What does line 6 suggest about the “whorls,” “whirls,” and “wheels” on the pad of the speaker’s thumb?  Read lines 11 and 12 from the poem. Why does the poet compare space travelers to the early settlers of America?  What does the final stanza of the poem suggest about the future?  Read these lines from the poem. The progression from “wayfarers” to “spacefarers” demonstrates that people…  What do the descriptions of the future throughout the poem suggest about the speaker?  The repetition of the words “my” and “my own” emphasizes the speaker’s desire to…  The poet chose an irregular and unpredictable rhyme scheme most likely to… | * Which of the following best describes an effect of the repetition of the phrase “ask us” in line 33? * Which of the following best describes the poem as a whole? * In line 14-15, the breeze is compared to… * Lines 4-48 can best be described as… * It can be inferred that Sara’s attitude toward the speaker’s speculations is one of… * The poem is an example of which of the following free verse forms… |  |
| 5—**analyze** how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays (drama)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **DRAMA** | Which line from the lay suggests that Linus does not take Lucy very seriously? | Play excerpts are not used on the AP Literature test multiple choice; however, students may select a play they read during course work to address the prompt in Question 3. |  |
| 6A—**analyze** linear plot developments to determine whether and how conflicts are resolved (fiction)(R) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | The father’s work schedule contributes to the development of the plot because it—  Which sentence best explain why Lola is surprised by Ella’s actions?  Which statement best expresses the main conflict in the excerpt?  The narrator describes his mule ride to school in a way that shows his…  Which sentence best illustrates the narrator’s commitment to his project?  When the narrator explains how he completed his project, his classmates’ response shows that they…  The author included paragraph 15 in order to…  Which event triggers the main problem in the excerpt?  Paragraphs 8 through 10 help build tension in the story by…  Which of these best demonstrates the moment when Traft Martin realizes he will lose the hearing?  The story reaches its climax when…  In paragraphs 7 through 10, why is the father’s response to the narrator’s plan important to the excerpt?  The father’s work schedule contributes to the development of the plot because… | * Maud Martha decided to say “nothing” (line 30) chiefly because… * Which of the following most clearly distinguishes Maud Martha’s attitude from that of Mama and Helen? * Maud Martha’s mother looks quickly at Maud Martha line 65) because she… * The final paragraph of the passage (lines 86-89) reveals primarily that Helen… |  |
| 6B—**analyze** how the central characters’ qualities influence the theme of a fictional work and resolution of the central conflict (fiction)(R) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Plot**  **Char Crew**  **DC-IDC** | Paragraphs 11 through 15 support the primary theme of the excerpt by emphasizing the narrator’s—  Which of these is the best summary for the excerpt?  The reader can conclude that when Ella arrives at Lola’s house, Ella is…  Read these sentences from paragraph 34. These sentences show that Lola…  What effect does Ella’s uncharacteristic behavior have on the resolution of the excerpt?  Cassie’s thoughts in paragraph 14 show that she…  Which sentence from the story provides the best evidence that Cassie feels insecure? | * Which of the following best describes how Jude regards his own situation? * The landmarks that Papa passes on his walk home (lines70-72) are carefully noted primarily in order to… * Lines 44-51 imply that life at South Park, compared with life at home, is… |  |
| 6C—**analyze** different forms of point of view, including limited versus omniscient, subjective versus objective (fiction)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT** | By using the first-person point of view, the author is able to show—  Because the story is written from a first-person point of view, the reader is better able to understand… | * The point of view of the passage is… * The point of view found in the first paragraph is… * The point of view of the third paragraph of the passage is… * The narrator’s perspective in the passage as a whole is that of… * The point of view in the passage as a whole shifts from the objective nonparticipant to the… |  |
| 7—**analyze** passages in well-known speeches for the author’s use of literary devices and word and phrase choice to appeal to the audience (literary nonfiction)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Basic Literary Terms** | The author uses a bulleted in order to highlight—  What can the reader conclude about Bird’s relationship with Wrangler?  Bird uses paragraph 10 to convey to the reader…  Bird was fortunate that the district attorney had horses of his own because the district attorney…  Bird includes paragraphs 11 and 12 in the selection most likely to illustrate that…  Bird wrote this selection most likely to…  The author organizes this selection by…  The author uses a bulleted list in order to highlight…  Which sentence suggests that catching crabs is a popular activity on the beach?  The author includes the detailed description of ghost crabs most likely to…  What is the most likely reason why the author is glad that he agreed to Hallie’s request?  What can the readers conclude about Hallie based on her father’s description of their experience with the crabs on the beach?  In which sentence does the author use an analogy to express the significance of the night on the beach with Hallie?  What is the best summary of the events leading up to the author and his daughter chasing crabs? | * The word “seething” (line 33) provides an example of… * The word “yapping” (line 11) provides as… * The author’s choice of words in the first paragraph can best be described as… * In a connotative sense, the adjective “graying” (line 38) refers to… * The shift in diction between the first two paragraphs and the final paragraph can best be described as… * In lines 39-47 the tone can best be described as… * In paragraph one the tone can best be described as… * The tone of lines 20-24 can be identified as… * The tone of the passage as a whole shifts from… |  |
| 8—**explain** the effect of similes and extended metaphors in literary texts (sensory language)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Basic Literary Terms** | The simile in paragraph 1 helps the reader understand why the narrator—  The author included paragraph 23 to…  The language in paragraph 42 is used to emphasize…  In paragraph 10, which words does the author use to create a tense mood?  The last two lines of the poem suggest that the thumbprint referred to in the title is a symbol for…  Read this sentence from paragraph 2. The author uses imagery in this sentence most likely to show how…  The imagery in paragraph 9 shows that the crab chase is…  The metaphor in the first stanza is used to emphasize that the …  The poet uses a simile in lines 23 and 24 to reveal that the speaker…  In stanza 2, the poet’s use of a metaphor suggests that…  Read these lines from the poem. These lines highlight the speaker’s discomfort because they show that…  The simile in paragraph 1 helps the reader understand why the narrator…  The title of this selection refers both to the money found on the beach and to… | * The words “with his hands palm up before him like some dozing penitent” (lines 31-32) is an example of… * The words “like a burning scrim” (line 21) provide an example of… * The words “it streamed in the firelight like a burning scrim standing in a wilderness” (lines 20-22) contain examples of… * In the words “where she ran the cries of the coyotes clapped shut as if a door had closed upon them” (lines 51-52), the speaker employs all of the following except… * The simile “it steamed in the firelight like a burning scrim” (lines 20-21) serves to… |  |
| 9—**analyze** works written on the same topic and **compare** how the authors achieved similar or different purposes (culture and history)(S) | **Powerful Reading Words**  **TPCASSSTT**  **DIDLS**  **SIFFTT**  **Venn**  **Basic Literary Terms** | When the narrator explains how he completed his project, his classmates’ response shows that they—  The author included paragraph 4 most likely to…  The author chose the title of this selection to highlight the idea that…  Based on her letter, how has the author’s Hispanic heritage influenced her message?  The author wrote this article most likely to…  What is the most likely reason the author wrote this selection?  The author of this selection includes paragraph 8 and 9 most likely to…  The author includes information about President Kennedy’s idea and NASA to show that…  What is the author’s primary purpose in writing this selection? | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 10A—**summarize** the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order (expository text)(R) | **BME (nonfiction)**  Beginning  Middle  End | Which information from the selection supports the idea that the women of Apache 8 have encountered obstacles?  What are paragraphs 6 and 7 mainly about?  What is the best summary of the section titled “Bands in All Sizes?”  The Culper Ring used in Dr. Jay’s invisible ink rather than lemon juice because Dr. Jay’s ink was…  According the article, why did Washington want his own information-gathering agency?  What is paragraph 2 mostly about?  A recent change in the kind of work done by Peace Corps volunteers is the result of…  In paragraphs 1 and 2, the author presents the idea that…  According to the selection, one reason that humans develop new types of technology is that they want to…  Which information from the selection supports the idea that the women of Apache 8 have encountered obstacles?  Some of the women of Apache 8 joined the crew because…  Which sentence indicates that strategies used by supermarkets are effective?  Which idea is supported by the information in paragraph 37?  The author emphasizes the idea that wetlands…  Based on the information the author includes about the three science fiction writers, the reader can conclude that the author believes that the writers were…  Based on her yearlong observations of the crew, Zeig most likely believes that the women of Apache 8 have…  Which sentence from the selection best shows that the autho admires the bravery of the members of Apache 8?  The information in the text box suggests that tracking technologies can…  Based on information in the selection, the reader can infer that an “informed customer” will most likely… | * The purpose of the boy’s envisioning the wolf running in the mountains (lines 40-53) is to… * The boy builds the fire mainly to… * The author’s main purpose in the first paragraph is to… * The primary purpose of the passage is to… * The main purpose of the passage is to… |  |
| 10B—**distinguish** factual claims from commonplace assertions and opinions and **evaluate** inferences from their logic in text (expository text)(S) | **Powerful Reading Words**  **Basic Literary Terms to Know** | Which of these is an assertion rather than a fact?  Which sentence in the selection is a common place assertion?  Which sentence shows that the author believes that the Wetheads are doing exceptional work at the Tantramar Wetlands Centre?  Which statement best expresses an opinion found in the section “Service to Others?” | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 10C—**make** subtle inferences and **draw** **complex** conclusions about the ideas in text and their organizational patterns (expository text)(R) | **Genre Structure**  **Genre Structure** | The author organizers the selection by—  By presenting the ideas included in paragraphs 1 through 3, the author is able to…  Which of these supports the idea that band members form strong bonds with one another?  The reader can conclude that the spies who made up the Culper Ring…  Why does the author begin this selection by explaining what wetlands are? | * The reader can infer that the boy is concerned about nature by the way he… * The reader can infer that the boy cares about nature by the way he… * It may be inferred from the first paragraph that in the near future the boy will… * The words ”where she ran the cries of the coyotes clapped shut as if a door had closed upon them and all was fear and marvel” (lines 52-54) imply that… * It may be inferred from the passage beginning with “He got the fire” (line 15) to words “burning scrim” (line 21) that the main character… * The development of the passage can best be described as… |  |
| 10D—**synthesize** and **make** logical connections between ideas within a text and across two or three texts representing similar or different genres, and **support** those findings with textual evidence (expository text)(R) | **Basic Literary Terms to Know**  **TPCASSSTT**  **SIFFTT**  **DIDLS**  **TTRAPS**  **OPTIC**  **Venn** | What idea does the author emphasize throughout the selection?  With which statement would the author most likely agree?  What can the reader conclude about the author’s opinion of Washington’s strategy for information?  Which statement from the article describes a positive result of Washington’s military strategy?  How does the author support the idea that Wetheads enjoy volunteering at the Tantramar Welands Centre?  The author begins and ends the selection by bringing together the idea that…  Which idea does the author emphasize throughout the selection?  Which sentence relates to the information in the text box following paragraph 2? | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 11A—**compare** and **contrast** persuasive texts that reached different conclusions about the same issue and **explain** how the authors reached their conclusions through analyzing the evidence each presents (persuasive text)(S) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC** | The author of this selection thinks that—  How does the author organize paragraphs 8 through 10?  Which sentence from the letter best supports the author’s claim that reading helps writers develop their skills?  How do paragraphs 4 through 6 support the author’s position about online learning?  Which sentence best refutes the critics’ concerns about online education?  The author supports the article’s premise by providing…  Which sentence supports the belief that online education will be more widespread in the future?  The author includes the description of Samantha working on her laptop in paragraph 1 most likely to… | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 11B—**analyze** the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts (persuasive texts)(S) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC** | Which idea from paragraph 6 does the author base on an assumption?  The author uses the questions in paragraph 4 to… | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question.   * Which of the following best describes the rhetorical function of the second sentence in the passage? * In paragraph 2, which of the following rhetorical devices is most in evidence? * The primary rhetorical function of lines 14-22 is to… |  |
| 12A—**analyze** text for missing or extraneous information in multi-step directions or legends for diagrams (procedural texts) |  |  |  |  |
| 12B—**evaluate** graphics for their clarity in communication meaning or achieving a specific purpose (procedural texts)(S) | **OPTIC** | The instructions are included in the selection most likely to—  In “Give It a Try,” how are Steps 3 and 6 similar? | Graphics are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 13A—**evaluate** the role of media in focusing attention on events and informing opinion on issues (media literacy) |  |  |  |  |
| 13B—**interpret** how visual and sound techniques influence message (media literacy) |  |  |  |  |
| 13C—**evaluate** various techniques use to create a point of view in media and the impact on audience (media literacy)(S) | **OPTIC** | Why is the map included at the end of the selection?  Why does the advertisement begin with a question? | Graphics are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 13D—**assess** the correct level of formality and tone for successful participation in various digital media (media literacy) |  |  |  |  |
| Fig. 19A—**establish** purpose for reading selected texts to enhance comprehension (reading comprehension—RC) |  |  |  |  |
| Fig. 19B—**ask** literal, interpretive, evaluative, and universal questions (reading comprehension—RC) |  |  |  |  |
| Fig. 19C—**monitor** and **adjust** comprehension (eg., using background knowledge; creating sensory images; rereading a portion aloud; generating questions (reading comprehension—RC) |  |  |  |  |
| Fig. 19D—**make** inferences about text and **use** textual evidence to support understanding (reading comprehension—RC)(R) | **TPCASSSTT**  **SIFTT**  **DIDLS**  **TTRAPS**  **SMELL**  **OPTIC** | The simile in paragraph 1 helps the reader understand why the narrator—  Which statement best expresses the main theme of the excerpt?  Which lines from the poem reflect a lesson that the speaker learns?  Based on the story, what can the reader conclude about homestead laws in the early 1900s?  The reader can best identify this selection as a memoir because….  How are the train and the speaker similar?  Which line from the poem best expresses the speaker’s sense of dread?  Dividing the poem into two stanzas allows the poet to…  The train is important to the poem because it represents…  The poet likely intends for the last two lines to express the speaker’s…  In the poem, the speaker’s mood changes from…  Based on the last stanza, the reader can conclude that the speaker…  What does line 6 suggest about the “whorls,” “whirls,” and “wheels” on the pad of the speaker’s thumb?  Read lines 11 and 12 from the poem. Why does the poet compare space travelers to the early settlers of America?  What does the final stanza of the poem suggest about the future?  Read these lines from the poem. The progression from “wayfarers” to “spacefarers” demonstrates that people…  What do the descriptions of the future throughout the poem suggest about the speaker?  Which sentence best explain why Lola is surprised by Ella’s actions?  Which statement best expresses the main conflict in the excerpt?  The narrator describes his mule ride to school in a way that shows his…  Which sentence best illustrates the narrator’s commitment to his project?  When the narrator explain how he completed his project, his classmates’ response shows that they…  What can the reader conclude about Bird’s relationship with Wrangler?  Bird uses paragraph 10 to convey to the reader…  Bird was fortunate that the district attorney had horses of his own because the district attorney…  Bird includes paragraphs 11 and 12 in the selection most likely to illustrate that…  Bird wrote this selection most likely to…  The author organizes this selection by…  The author uses a bulleted list in order to highlight…  Which sentence suggests that catching crabs is a popular activity on the beach?  The author includes the detailed description of ghost crabs most likely to…  What is the most likely reason why the author is glad that he agreed to Hallie’s request?  What can the readers conclude about Hallie based on her father’s description of their experience with the crabs on the beach?  In which sentence does the author use an analogy to express the significance of the night on the beach with Hallie?  The author included paragraph 23 to…  The language in paragraph 42 is used to emphasize…  In paragraph 10, which words does the author use to create a tense mood?  The last two lines of the poem suggest that the thumbprint referred to in the title is a symbol for…  Read this sentence from paragraph 2. The author uses imagery in this sentence most likely to show how…  The imagery in paragraph 9 shows that the crab chase is…  The author included paragraph 4 most likely to…  The author chose the title of this selection to highlight the idea that…  Based on her letter, how has the author’s Hispanic heritage influenced her message?  The author wrote this article most likely to…  What is the most likely reason the author wrote this selection?  The author of this selection includes paragraph 8 and 9 most likely to…  The author includes information about President Kennedy’s idea and NASA to show that…  The author emphasizes the idea that wetlands…  Based on the information the author includes about the three science fiction writers, the reader can conclude that the author believes that the writers were…  Based on her yearlong observations of the crew, Zeig most likely believes that the women of Apache 8 have…  Which sentence from the selection best shows that the autho admires the bravery of the members of Apache 8?  The information in the text box suggests that tracking technologies can…  Based on information in the selection, the reader can infer that an “informed customer” will most likely…  How does the author organize paragraphs 8 through 10?  Which sentence from the letter best supports the author’s claim that reading helps writers develop their skills?  How do paragraphs 4 through 6 support the author’s position about online learning?  Which sentence best refutes the critics’ concerns about online education?  The author supports the article’s premise by providing…  Which sentence supports the belief that online education will be more widespread in the future?  The author includes the description of Samantha working on her laptop in paragraph 1 most likely to… | * The words “The eye turned to the fired gave back no light and he closed it with his thumb and sat by her and put his hand upon her bloodied forehead and closed his own eyes that he could see her running…” (lines 40-44) serve to show… * In paragraph one, the author uses long, elaborate sentences for the purpose of… * The words “above him where their cries seemed to have no origin other than the night itself” (lines 13-14) serve to… * With the words “the eye turned…in the night before her” (lines 40-47, the speaker’s attitude shifts from… * When the syntax changes from short to longer sentences, this dichotomy in sentence structure serves to… * The words “The eye turned to the fire gave back no light and he closed it” (lines 40-41) primarily serve to… |  |
| Fig. 19E—**summarize**, **paraphrase**, and **synthesize** texts in ways that maintain meaning and logical order within a text and across texts (reading comprehension—RC)(R) | **SWBST**  **BME** | What is the best summary of the selection?  Which of these is the best summary for the excerpt?  What is the best summary of the events leading up to the author and his daughter chasing crabs?  What is the best summary of this article?  Which of these is the best summary of this selection? |  |  |
| Fig. 19F—**make** connections (e.g., thematic link, author analysis) between and across multiple texts of various genres, and provide textual evidence (reading comprehension—RC)(R) | **Basic Literary Terms to Know**  **TTRAPS**  **SMELL**  **OPTIC**  **TPCASSSTT**  **SIFTT**  **DIDLS** | Both the author of the letter and the speaker of the poem would most likely consider a blank page to be a—  Both the author of the letter and the speaker in the poem would most likely consider a blank page to be a…  Read lines 6 through 10 from the poem. Which sentences from the letter express the same ideas as these lines from the poem?  How does the author’s purpose for writing in “Dear Fellow Writer” differ from the poet’s purpose in “What the Page Says?”  Read these excerpts from the letter and the poem. Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that…  What is one difference between the author of the letter and the speaker of the poem?  Read these lines from the poem. Which sentence from the story relates a similar idea?  Unlike the speaker in “Thumbprint,” Cassie in “Finally Home” expresses…  Cassie in “Finally Home” and the speaker in “Thumbprint” both…  Which line from the poem best expresses Cassie’s feelings are the end of the story?  One difference between Cassie in the story and the speaker in the poem is that that speaker…  How are the descriptions of space travel different in the selection of the poem?  With which statement would both the author of the selection and the poet most likely agree?  One difference between the selection and the poem is that only the selection presents the idea that…  Which idea about humankind is expressed in both the selection and the poem?  Read this line from the poem. This idea is most clearly related to the ideas of which person discussed in the selection? |  |  |
| **Writing—the student is expected to…** | | | | | | | |
| 14A—**plan** a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies and developing a thesis or controlling idea (writing process) | 1. **Formulate** varied, informed arguments. 2. **Consider** each source as a text that was itself written for a particular audience and purpose. 3. **Sort** through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers. 4. **Reflect** on the social and historical values a work reflects and embodies. 5. **Write** in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. 6. **Move** beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience. 7. **Write** in both formal and informal contexts to gain authority and learn to take risks in writing. 8. **Develop** an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. 9. **Write** for a variety of purposes. 10. **Write** thoughtfully and reflectively about composition process. 11. **Vary** writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate. 12. **Develop** an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. 13. **Write** to understand through the use of response and reaction papers, annotation, free-writing, and reading journals. 14. **Write** to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure. 15. **Write** to evaluate through the use of judgments about a work’s artistry, and explore a work’s underlying social and cultural values through analysis, interpretation, and argument. 16. **Write** to explore, discovering ideas through the process of writing about text. 17. **Write** effectively under time constraints. 18. **Create** and **sustain** arguments based on readings, research, and/or personal experience. 19. **Identify** and practice writers’ strategies. | 1. **Compose** a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose. 2. **Determine** effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. 3. **Generate** ideas and **gather** information relevant to the topic and purpose, keeping careful records of outside sources. 4. **Evaluate** relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and **formulate** a thesis. 5. **Recognize** the importance of revision as the key to effective writing. Each draft should refine key ideas and **organize** them more logically and fluidly, **use** language more precisely and effectively, and **draw** the reader to the author’s purpose. 6. **Edit** writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate. | **Reporting Category 1:** Composition  8.14BCD, 8.16A, 8.17Ai-v |  |  |  |  |
| 14B—**develop** drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing (writing process) | **Reporting Category 2:** Revision  8.14C, 8.17Ai-v, 8.18AC |  |  |  |  |
| 14C—**revise** drafts to ensure precise word choice and vivid image; consistent point of view; use of simple, compound , and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed (writing process) | **Reporting Category 3:** Editing  8.14D, 8.19Ai-viiBC, 8.20ABi-ii, 8.21A |  |  |  |  |
| 14D—**edit** drafts for grammar, mechanics, and spelling (writing process) |  |  |  |  |
| 14E—**revise** final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (writing process) |  |  |  |  |
| 15Ai-v—**write** an imaginative story that sustains reader interest, includes well-paced action and an engaging story line, **creates** a specific, believable setting through the use of sensory details, develops interesting characters, and **uses** a range of literary strategies and devices to enhance the style and tone (literary texts) |  |  |  |  |
| 15Bi-iii—**write** a poem using poetic techniques, figurative language, and graphic elements (literary texts) |  |  |  |  |
| 16—**write** a personal narrative that has a clearly defined focus and **includes** reflections on decisions, actions, and/or consequences (writing) |  |  |  |  |
| 17Ai-v—**write** multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs, contains a clearly stated purpose or controlling idea, is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies, accurately synthesizes ideas from several sources, uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs (expository and procedural texts) |  |  |  |  |
| 17B—**write** a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context (expository and procedural texts) |  |  |  |  |
| 17C—**write** responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate (expository and procedural texts) |  |  |  |  |
| 17D—**produce** a multimedia presentation involving texts, graphics, images, and sound using available technology (expository and procedural texts) |  |  |  |  |
| 18A—**establishes** a clear thesis or position (persuasive texts) |  |  |  |  |
| 18B—**considers** and **responds** to the views of others and anticipates and **answers** reader concerns and counter-arguments (persuasive texts) |  |  |  |  |
| 18C—**includes** evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion (persuasive texts) |  |  |  |  |
| **Oral and Written Conventions—the student is expected to…** | | | | | | | |
| 19Ai-v—**use** and **understand** the function of the following parts of speech in the context of reading, writing, and speaking verbs (perfect and progressive tenses) and participles, appositives phrases, adverbial and adjectival phrases and clauses, relative pronouns, subordinating conjunctions (conventions) | 1. **Reflect** on the link between grammar and style. 2. **Enhance** ability to use grammatical conventions appropriately and develop stylistic maturity in writing. 3. **Identify** and **practice** writers’ strategies. 4. **Produce** imitation exercises, journals, collaborative writing, and in-class responses. 5. **Apply** effective writing strategies and techniques. 6. **Construct** essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. 7. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 8. **Incorporate** subordinate and coordinate constructions in a variety of sentence structures. 9. **Compose** essays with a variety of sentence structures, including appropriate use of subordination and coordination. 10. **Demonstrate** understanding and mastery of standard written English as well as stylistic maturity. 11. **Write** essays that proceed through several stages or drafts, with revision aided by teacher and peers. 12. **Develop** and **organize** ideas in clear, coherent, and persuasive language. 13. **Write** thoughtfully and reflectively about composition process. | This area is not addressed in the College Readiness Standards for English/Language Arts. | **Reporting Category 2:** Revising  8.14C, 8.17Ai-v, 8.18AC |  |  |  |  |
| 19B—**write** complex sentences and **differentiate** between main versus subordinate clauses (conventions) | **Reporting Category 3:** Editing  8.14D, 8.19Ai-viiBC, 8.20ABi-ii, 8.21A |  |  |  |  |
| 19C—**use** a variety of complete sentences that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses (conventions) |  |  |  |  |
| 20A—**use** conventions of capitalization (conventions) |  |  |  |  |
| 20Bi-ii—**recognize** and **use** punctuation marks including: commas after introductory words, phrases, and clauses, and semi-colons, colons, and hyphens (conventions) |  |  |  |  |
| 21A—**spell** correctly, including using various resources to determine and check correct spellings (spelling conventions) |  |  |  |  |
| **Research—The student is expected to…** | | | | | | | |
| 22A—**brainstorm**, **consult** with others, **decide** upon a topic, and **formulate** a major research question to address the major research topic (research plan) | 1. **Conduct** informed research and **synthesize** varied sources (to evaluate, cite, and utilize source materials). 2. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. 3. **Read** primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors (CSE). 4. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used. | 1. **Formulate** topic and questions. 2. **Formulate** research questions. 3. **Explore** a research topic. 4. **Refine** research topic and **devise** a timeline for completing work. 5. **Select** information from a variety of sources. 6. **Gather** relevant sources. 7. **Evaluate** the validity and reliability of sources. 8. **Synthesize** and **organize** information effectively. 9. **Use** source material ethically. 10. **Produce** and **design** a document. 11. **Design** and **present** an effective product. 12. **Use** source material ethically. |  |  |  |  |  |
| 22B—**apply** steps for obtaining and evaluating information from a wide variety of sources and **create** a written plan after preliminary research in reference works and additional text searches (research plan) |  |  |  |  |
| 23A—**follow** the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies (gathering sources) |  |  |  |  |
| 23B—**categorize** information thematically in order to see the larger constructs inherent in the information (gathering sources) |  |  |  |  |
| 23C—**record** bibliographic information for all notes and sources according to a standard format (gathering sources) |  |  |  |  |
| 23D—**differentiate** between paraphrasing and plagiarism and **identify** the importance of citing valid and reliable sources (gathering sources) |  |  |  |  |
| 24A—**narrow** or **broaden** the major research question, if necessary, based on further research and investigation (synthesizing information) |  |  |  |  |
| 24B—**utilize** elements that demonstrate the reliability and validity of the sources used and **explain** why one source is more useful than another (synthesizing information) |  |  |  |  |
| 25A—**draws** conclusions and **summarizes** or **paraphrases** the findings in a systematic way (organizing and presenting ideas) |  |  |  |  |
| 25B—**marshals** evidence to explain the topic and gives relevant reasons for conclusions (organizing and presenting ideas) |  |  |  |  |
| 25C—**presents** the findings in a meaningful format (organizing and presenting ideas) |  |  |  |  |
| 25D—**follows** accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas (organizing and presenting ideas) |  |  |  |  |
| **Listening, Speaking, and Teamwork—the student is expected to…** | | | | | | | |
| 26A—**listen** to and **interpret** a speaker’s purpose by explaining the content, evaluating the delivery of the presentations, and asking questions or making comments about the evidence that supports a speaker’s claim (listening) | The AP English course description does not identify specific goals or expectations directly related to the listening or speaking or teamwork strands of the TEKS. | Speaking:   1. **Understand** the elements of communication both in informal group discussions and formal presentations. 2. **Understand** how style and content of spoken language varies in different contexts and influences the listener’s understanding. 3. **Adjust** presentation to particular audiences and purposes. 4. **Develop** effective speaking styles for both group and one-on-one situations. 5. **Participate** actively and effectively in one-on-one communication situations. 6. **Participate** actively and effectively in group discussions. 7. **Plan** and **deliver** focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.   Listening:   1. **Apply** listening skills as an individual and as a member of a group in a variety of settings. 2. **Analyze** and **evaluate** the effectiveness of a public presentation. 3. **Interpret** a speaker’s message; identify the position taken and the evidence in support of that position. 4. **Use** a variety of strategies to enhance listening comprehension. 5. **Listen** effectively in informal and formal situations. 6. **Listen** critically and respond appropriately to presentations. 7. **Listen** actively and effectively in one-on-one communication situations. 8. **Listen** actively and effectively in group discussions. |  |  |  |  |  |
| 26B—**follow** and **give** complex oral instructions to perform specific tasks, answer questions, or solve problems (listening) |  |  |  |  |
| 26C—**summarize** formal and informal presentations, **distinguish** between facts and opinions, and **determine** the effectiveness of rhetorical devices (listening) |  |  |  |  |
| 27—**advocate** a positions using anecdotes, analogies, and/or illustrations, and **use** eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively (speaking) |  |  |  |  |
| 28—**participate** productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues (teamwork) |  |  |  |  |

Red= Readiness SE

Blue=Supporting SE