

TEKS—AP—CRS Standards Alignment
English II grade

Texas Essential Knowledge and Skills	Advanced Placement Standards	College Readiness Standards	Reporting Categories
Reading—the student is expected to...			
<p>1A. determine the meaning of grade-level technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots and affixes (vocabulary development)</p>	<ol style="list-style-type: none"> 1. Examine a variety of writers to examine a wealth of approaches to subject and audience that such writer’s display. 2. Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and o analyze how that meaning is embodied in literary form. 3. Make careful observations of textual detail. 4. Use graphic 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. 5. Analyze images as text. 6. Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness. 7. Read to become aware of how stylistic effects are achieved by writer’s linguistic choices. 8. Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques. 9. Read closely from the following perspectives: <ol style="list-style-type: none"> a. Experience of literature—the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses. b. Interpretation of 	<p>A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across text of varying lengths.</p> <ol style="list-style-type: none"> 1. Use effective reading strategies to determine written work’s purpose and intended audience. 2. Use text features and graphics to forma an overview of informational texts and to determine where to locate information. 3. Identify explicit and implicit textual information including main ideas and author’s purpose. 4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. 5. 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. 6. Analyze imagery in literary texts. 7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers. 8. Compare and analyze how generic features are used across texts. 9. Identify and analyze the audience, purpose and message of an informational or persuasive text. 10. Identify and analyze how an author’s use of language appeals to the senses, create imagery, 	<p>Reporting Category 1: Understand and analyze texts across genres 1ABCDE, 2a, Fig. 19B</p>
<p>1B—analyze textual context to distinguish between the denotative and connotative meanings of words (vocabulary development)</p>		<p>Reporting Category 2: Understand and analyze literary texts 2BC, 3A, 4A, 5ABC, 6A, 7A, 12AD, Fig. 19B</p>	
<p>1C—infer word meaning through the identification and analysis of analogies and other word relationships (vocabulary development)</p>		<p>Reporting Category 3: Understand and analyze informational texts 8A, 9ABCD, 10A, 11AB, 12AD, Fig. 19B</p>	
<p>1D—show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (vocabulary development)</p>			
<p>1E—use a dictionary, a glossary, or a thesaurus to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology (vocabulary development)</p>			
<p>2A—compare and contrast differences in similar themes expressed in different time periods (theme and genre)</p>			
<p>2B—analyze archetypes in mythic, traditional, and classical literature (theme and genre)</p>			
<p>2C—relate the figurative language of a literary work to its</p>			

historical and cultural setting (theme and genre)	<p>literature—analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</p> <p>c. Evaluation of literature—an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</p> <p>10. Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.</p> <p>11. 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.</p> <p>12. Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>13. Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>14. Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>15. Accompany reading with thoughtful discussion and writing about works in the company of one’s fellow students.</p> <p>16. Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature</p>	and suggests mood.		
3— analyze the structure or prosody and graphic elements in poetry (poetry)			11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	
4— analyze how archetypes and motifs in drama affect the plot of plays (drama)			B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	
5A— analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction (fiction)			1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	
5B— analyze differences in the characters’ moral dilemmas in works of fiction across different countries and cultures (fiction)			2. Apply knowledge of roots and affixes to infer the meanings of new words.	
5C— evaluate the connection between forms of narration and tone in works of fiction (fiction)			3. Use reference guides to confirm the meanings of new words or concepts.	
5D— demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20 th century literature (fiction)			C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.	
6— 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 (literary nonfiction)			1. Read a wide variety of texts from American, European, and world literatures.	
7— explain the function of symbolism, allegory, and allusions in literary works (sensory language)			2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	
8— 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 (culture and history)			3. Analyze works of literature for what they suggest about the historical period and culture contexts in which they were written.	
9A— summarize text and distinguish between a summary and a critique and identify		4. Analyze and compare the use of language in literary works from a variety of world cultures.		
		D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.		
		1. Describe insights gained about oneself, others, or the world from reading specific texts.		
		2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on		

<p>non-essential information in a summary and unsubstantiated opinions in a critique (expository text)</p>	<p>readers.</p> <p>17. Reflect on the social and historical values a work reflects and embodies.</p> <p>18. Underscore the commonalities and distinctive elements of evocative literary language</p>	<p>later literature and film.</p>	
<p>9B—distinguish among different kinds of evidence used to support conclusions and arguments (expository text)</p>			
<p>9C—make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns (expository text)</p>			
<p>9D—synthesize and make logical connections between ideas and details in several text selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence (expository text)</p>			
<p>10A—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 (persuasive text)</p>			
<p>10B—analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks (persuasive text)</p>			
<p>11A. evaluate text for the clarity of its graphics and its visual appeal (procedural text)</p>			
<p>11B—synthesize information from multiple graphical sources to draw conclusions about the ideas presented (procedural text)</p>			
<p>12A—evaluate how messages presented in media reflect social and</p>			

cultural views in a ways different from traditional texts (media literacy)			
12B— analyze how messages in media are conveyed through visual and sound techniques (media literacy)			
12C— examine how individual perception or bias in coverage of the same event influences the audience (media literacy)			
12D— evaluate changes in formality and tone within the same medium for specific audiences and purposes (media literacy)			
Fig. 19A— reflect on understanding to monitor comprehension (e.g. asking questions, summarizing and synthesizing, making connections, creating sensory images)			
Fig. 19 B— make complex inferences about text and use textual evidence to support understanding			

Writing—the student is expected to...

13A— plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies, and developing a thesis or controlling ideas (writing process)	1. Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. 2. Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience. 3. Identify and practice writers’ strategies. 4. Write in both formal and informal contexts to gain authority and learn to take risks in writing. 5. Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.	A. 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. 1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. 2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. 3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.	Reporting Category 4: Compose written text 13BCD, 15Ai-vi, 16ADE
13B— structure ideas in a sustained and persuasive way and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning (writing process)			
13C— 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 (writing process)	6. Write to understand through the use of response and reaction papers, annotation, free-writing, and reading journals.	4. 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	
13D— edit drafts for grammar, mechanics, and spelling (writing process)	7. 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.	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	
13E— revise final draft in response to feedback from peers and teachers and publish written work for appropriate audiences (writing process)	8. Produce imitation exercises, journals, collaborative writing, and in-class responses.		
14A— write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies and devices to enhance the plot, and sensory details that define mood or tone (literary text)	9. Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.		
14B— write a poem using a variety of poetic techniques and a variety of poetic forms (literary text)	10. Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.		<p>Reporting Category 5: Revise written text 13C, 15Ai-vi, 16ADE</p>
14C— write a script with an explicit or implicit theme and details that contribute to a definite mood or tone (literary text)	11. Develop and organize ideas in clear, coherent, and persuasive language.		<p>Reporting Category 6: Edit written text 13D, 17Ai-iiiC, 18ABi-ii, 19A</p>
15Ai-vi— write an analytical essay of sufficient length that includes: effective introductory and concluding paragraphs and a variety of sentence structures, rhetorical devices, and transitions between paragraphs, a thesis or controlling idea, an organization structure appropriate to purpose, audience, and context, and relevant information well-chosen details, and distinctions about the relative value of specific data, facts, and ideas that support the thesis statement (expository and procedural texts)	12. Produce projects that call on evaluation of the legitimacy and purpose of sources used.		
15Bi-iii— write procedural or work-	13. Formulate varied, informed arguments.		
	14. Consider each source as a text that was itself written for a particular audience and purpose.		
	15. 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.		
	16. Write for a variety of purposes.		
	17. Write to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure.		
	18. Write to explore, discovering ideas		

<p>related document that include: organized and accurately conveyed information, reader friendly formatting techniques, and anticipation of readers' questions (expository and procedural texts)</p>	<p>through the process of writing about text.</p> <p>19. Write effectively under time constraints.</p> <p>20. Create essays that balance generalization and specific illustrative detail.</p> <p>21. Write thoughtfully and reflectively about the composition process.</p>		
<p>15Ci-iii—write an interpretive response to an expository or a literary text that: extends beyond a summary and literal analysis, addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations, and analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices (expository and procedural texts)</p>	<p>22. 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.</p> <p>23. Establish connections among observations.</p>		
<p>15D—produce a multimedia presentation with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience (expository and procedural texts)</p>			
<p>16A—write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence (persuasive texts)</p>			
<p>16B—write an argumentative essay to the appropriate audience that includes consideration of the whole range of information and views on the topics and accurate and honest representation of these views (persuasive texts)</p>			
<p>16C—write an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections (persuasive texts)</p>			

16D— write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (persuasive texts)			
16E— write an argumentative essay to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas (persuasive texts)			
16F—write an argumentative essay that includes a range of appropriate appeals			

Oral and Written Conventions—the student is expected to...

17Ai-iii— use and understand the function of the following parts of speech in the context of reading, writing, and speaking more complex active and passive tenses and verbals, restrictive and nonrestrictive relative clauses, and reciprocal pronouns (conventions)	<ol style="list-style-type: none"> Reflect on the link between grammar and style. Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing. Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. Apply effective writing strategies and techniques. Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. Incorporate subordinate and coordinate constructions in a variety of sentence structures. Demonstrate understanding and 	This area is not addressed in the College Readiness Standards for English/Language Arts.	
17B— identify and use the subjunctive mood to express doubts, wishes, and possibilities (conventions)			
17C— use a variety of correctly sentences (conventions)			
18A— use conventions of capitalization (conventions)			
18Bi-iii— use correct punctuation marks including: quotation marks to indicate sarcasm or irony, comma placement in nonrestrictive phrases, clauses, and contrasting expressions, and dashes to emphasize parenthetical information (conventions)			
19— spell correctly, including using various resources to determine			

<p>and check correct spellings (spelling conventions)</p>	<p>mastery of standard written English as well as stylistic maturity.</p> <p>9. Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p>		
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Research—The student is expected to...

<p>20A—brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic (research plan)</p>	<p>1. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>	<p>A. Formulate topic and questions.</p> <p>1. Formulate research questions.</p> <p>2. Explore a research topic.</p> <p>3. Refine research topic and devise a timeline for completing work.</p>	<p>D.</p>
<p>20B—formulate a plan for engaging in research on a complex, multi-faceted topic (research plan)</p>	<p>2. Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>	<p>B. Select information from a variety of sources.</p> <p>1. Gather relevant sources.</p>	
<p>21A—follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry (gathering sources)</p>	<p>3. Cite source material using conventions recommended by professional organizations such as the Modern Language Association (MLA), the American Psychological Association (APA), and the Council of Science Editors (CSE).</p>	<p>2. Evaluate the validity and reliability of sources.</p> <p>3. Synthesize and organize information effectively.</p> <p>4. Use source material ethically.</p>	
<p>21B—organize information gathering from multiple sources to create a variety of graphics and forms (gathering sources)</p>	<p>4. Consider each source as a text that was itself written for a particular audience and purpose.</p>	<p>C. Produce and design a document.</p> <p>1. Design and present an effective product.</p> <p>2. Use source material ethically.</p>	
<p>21C—paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (gathering sources)</p>	<p>5. Demonstrate understanding of the conventions of citing primary and secondary source material.</p>		
<p>22A—modify the major research question as necessary to refocus the research plan (synthesizing information)</p>	<p>6. Evaluate and incorporate reference documents into researched papers.</p>		
<p>22B—evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources by examining their authority and objectivity (synthesizing information)</p>	<p>7. Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>		
<p>22C—critique the</p>			

research process at each step to implement changes as the need occurs and is identified (synthesizing information)			
23A— marshals evidence in support of a clear thesis statement and related claims (organizing and presenting ideas)			
23B— provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view (organizing and presenting ideas)			
23C— use graphics and illustrations to help explain concepts where appropriate (organizing and presenting ideas)			
23D— uses a variety of evaluative tools to examine the quality of the research (organizing and presenting ideas)			
23E— uses a style manual to document sources and format written materials (organizing and presenting ideas)			
Listening, Speaking, and Teamwork—the student is expected to...			
24A— listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker’s ideas for critical reflection and by asking questions related to the content for clarification and elaboration (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: A. Understand the elements of communication both in informal group discussions and formal presentations. 1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding. 2. Adjust presentation to particular audiences and purposes. B. Develop effective speaking styles for both group and one-on-one situations. 1. Participate actively and effectively in one-on-one communication situations. 2. Participate actively and effectively in group discussions. 3. Plan and deliver focused and coherent	
24B— follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes (listening)			
24C— evaluate how the style and structure of a speech support or undermine its purpose and meaning (listening)			
25— advance to a coherent argument that incorporates a clear			

<p>thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language of communicate ideas effectively (speaking)</p>		<p>presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p> <p>Listening:</p> <p>A. Apply listening skills as an individual and as a member of a group in a variety of settings.</p> <ol style="list-style-type: none"> 1. Analyze and evaluate the effectiveness of a public presentation. 2. Interpret a speaker’s message; identify the position taken and the evidence in support of that position. 3. Use a variety of strategies to enhance listening comprehension. 	
<p>26—participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making (teamwork)</p>		<p>B. Listen effectively in informal and formal situations.</p> <ol style="list-style-type: none"> 1. Listen critically and respond appropriately to presentations. 2. Listen actively and effectively in one-on-one communication situations. 3. Listen actively and effectively in group discussions. 	

Red-readiness standards

Blue-supporting standards