

TEKS—AP—CRS Standards Alignment
English IV grade

Texas Essential Knowledge and Skills	Advanced Placement Standards	College Readiness Standards
Reading—the student is expected to...		
1A. determine the meaning of technical academic English words in multiple content areas derived from Latin, Greek, or other linguistic roots and affixes (vocabulary development)	<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. 	<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
1B—analyze textual context to draw conclusions about the nuances in word meanings (vocabulary development)		
1C—use the relationships between words encountered in analogies to determine their meanings (vocabulary development)		
1D—analyze and explain how the English language has developed and been influenced by other languages (vocabulary development)		
1E—use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (vocabulary development)		
2A—compare and contrast works of literature that express a universal theme (theme and genre)		
2B—compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions (theme and genre)		
2C—relate characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time (theme and genre)		
3—evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry		

across literary time periods (poetry)		
4—evaluate how the structure and elements of drama change in the works of British dramatists across literary periods (drama)		
5A—analyze how complex plot structures and devices function and advance the action in a work of fiction (fiction)		
5B—analyze the moral dilemma and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters (fiction)		
5C—compare and contrast the effects of different forms of narration across various genres of fiction (fiction)		
5D—demonstrate familiarity with works of fiction by British authors from each major literary period (fiction)		
6—analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary non-fiction (literary nonfiction)		
7—analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works (sensory language)		
8—analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author’s meaning or purpose (culture and history)		
9A—summarize text in a manner that captures the author’s viewpoint, its main ideas, and its elements without	<ul style="list-style-type: none"> b. Interpretation of literature—analysis of literary works through close reading to arrive at an understanding of their multiple meanings. c. Evaluation of literature—an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. 	<ul style="list-style-type: none"> credibility of an argument.
	<ul style="list-style-type: none"> 10. Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. 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. 12. Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit. 13. Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. 14. Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties. 15. Accompany reading with thoughtful discussion and writing about works in the company of one’s fellow students. 16. Read complex texts with understanding and write prose of sufficient richness and complexity to communicate 	<ul style="list-style-type: none"> 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, and suggests mood. 11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. <p>B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</p> <ul style="list-style-type: none"> 1. Identify new words and concepts acquired through study of their relationships to other words and concepts. 2. Apply knowledge of roots and affixes to infer the meanings of new

<p>taking a position or expressing an opinion (expository text)</p>	<p>effectively with mature readers.</p>	<p>words.</p>
<p>9B—explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints (expository text)</p>	<p>17. Reflect on the social and historical values a work reflects and embodies.</p>	<p>3. Use reference guides to confirm the meanings of new words or concepts.</p>
<p>9C—make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns (expository text)</p>	<p>18. Underscore the commonalities and distinctive elements of evocative literary language</p>	<p>C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</p>
<p>9D—synthesize and make logical connections between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence (expository text)</p>		<p>1. Read a wide variety of texts from American, European, and world literatures.</p>
<p>10A—evaluate the merits of an argument, action, or policy by analyzing the relationships among evidence, inferences, assumptions, and claims in text (persuasive text)</p>		<p>2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p>
<p>10B—draw conclusions about the credibility of persuasive text by examining its implicit and state assumptions about an issue as conveyed by the specific use of language (persuasive text)</p>		<p>3. Analyze works of literature for what they suggest about the historical period and culture contexts in which they were written.</p>
<p>11A. draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text (procedural text)</p>		<p>4. Analyze and compare the use of language in literary works from a variety of world cultures.</p>
<p>11B—evaluate the structures of text for their clarity and organizational coherence and for the effectiveness of their graphic representations (procedural text)</p>		<p>D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.</p>
<p>12A—evaluate how messages presented in media reflect social and cultural views in a ways different from traditional texts (media literacy)</p>		<p>1. Describe insights gained about oneself, others, or the world from reading specific texts.</p>
<p>12B—evaluate the interactions</p>		

of different techniques used in multi-layered media (media literacy)		2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.
12C—evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose (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. 19B—make complex inferences (e.g. inductive and deductive) 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)	<ol style="list-style-type: none"> 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. 6. Write to understand through the use of response and reaction 	<p>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.</p> <ol style="list-style-type: none"> 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, 	
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 clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes, schemes, and by adding transitional words and			

phrases (writing process)	papers, annotation, free-writing, and reading journals.	quality, sufficiency, and depth of
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.	preliminary ideas and information, organize material generated, and formulate a thesis.
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.	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 author’s purpose.
14A—write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies, 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.	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.
14B—write a poem that reflects an awareness of poetic conventions and traditions within different forms (literary text)	10. Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.	
14C—write a script with an explicit or implicit theme, using a variety of literary techniques (literary text)	11. Develop and organize ideas in clear, coherent, and persuasive language.	
15Ai-vii—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 clear thesis or controlling idea, a clear organizational schema for conveying ideas, relevant and substantial evidence and well-chosen details, and information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources, and an analysis of views and information that contradict the thesis statement and the evidence presented for it (expository and procedural texts)	12. Produce projects that call on evaluation of the legitimacy and purpose of sources used. 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 through the process of writing about text. 19. Write effectively under time constraints. 20. Create essays that balance generalization and specific	
15Bi-v—write procedural or		

<p>work-related document that include: a clearly stated purpose combined with a well-supported viewpoint on the topic, appropriate formatting structures, relevant questions that engage readers and address their potential problems and misunderstandings, accurate technical information in accessible language, and appropriate organizational structures supported by facts and details (expository and procedural texts)</p>	<p>illustrative detail.</p> <ol style="list-style-type: none"> 21. Write thoughtfully and reflectively about the composition process. 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. 23. Establish connections among observations. 	
<p>15Ci-v—write an interpretive response to an expository or a literary text that: advances a clear thesis statement, addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text, analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices, identifies and analyzes the ambiguities, nuances, and complexities within the text, anticipates and responds to readers’ questions or contradictory information (expository and procedural texts)</p>		
<p>15D—produce a multimedia presentation with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view (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, including facts, experts opinions, quotations, and/or expressions of commonly accepted beliefs (persuasive</p>		

texts)		
16B—write an argumentative essay to the appropriate audience that includes accurate and honest representation of divergent views (persuasive texts)		
16C—write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (persuasive texts)		
16D— write an argumentative essay to the appropriate audience that includes information on the complete range of relevant perspectives (persuasive texts)		
16E— write an argumentative essay to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used (persuasive texts)		
16F—write an argumentative essay that includes language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (persuasive texts)		
16G—write an argumentative essay that includes an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone (persuasive texts)		
Oral and Written Conventions—the student is expected to...		
17A—use and understand the function of different types of clauses and phrases (conventions)	<ol style="list-style-type: none"> 1. Reflect on the link between grammar and style. 2. Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing. 3. Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis 	This area is not addressed in the College Readiness Standards for English/Language Arts.
17B—use a variety of correctly structured sentences (conventions)		
18—correctly and consistently use conventions of punctuation and capitalization (conventions)		
19—spell correctly, including		

<p>using various resources to determine and check correct spellings (spelling conventions)</p>	<p>through diction and sentence structure.</p> <ol style="list-style-type: none"> 4. Apply effective writing strategies and techniques. 5. Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. 6. Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. 7. Incorporate subordinate and coordinate constructions in a variety of sentence structures. 8. Demonstrate understanding and mastery of standard written English as well as stylistic maturity. 9. Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination. 	
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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>	<ol style="list-style-type: none"> 1. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing. 2. Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works. 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). 4. Consider each source as a text that was itself written for a particular audience and purpose. 5. Demonstrate understanding of the conventions of citing 	<ol style="list-style-type: none"> A. Formulate topic and questions. <ol style="list-style-type: none"> 1. Formulate research questions. 2. Explore a research topic. 3. Refine research topic and devise a timeline for completing work. B. Select information from a variety of sources. <ol style="list-style-type: none"> 1. Gather relevant sources. 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively. 4. Use source material ethically.
<p>20B—formulate a plan for engaging in research on a complex, multi-faceted topic (research plan)</p>		
<p>21A—follow the research plan to compile data from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source (gathering sources)</p>		
<p>21B—systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex</p>		

<p>inferences (gathering sources)</p>	<p>primary and secondary source material.</p>	<p>C. Produce and design a document.</p>
<p>21C—paraphrase, summarize, quote, and accurately cite all researched information according to a standard format, differentiating among primary, secondary, and other sources (gathering sources)</p>	<p>6. Evaluate and incorporate reference documents into researched papers.</p>	<p>1. Design and present an effective product.</p>
<p>22A—modify the major research question as necessary to refocus the research plan (synthesizing information)</p>	<p>7. Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>	<p>2. Use source material ethically.</p>
<p>22B—differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument (synthesizing information)</p>		
<p>22C—critique the research process at each step to implement changes as the need occurs and is identified (synthesizing information)</p>		
<p>23A—provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information (organizing and presenting ideas)</p>		
<p>23B—uses a variety of formats and rhetorical strategies to argue for the thesis (organizing and presenting ideas)</p>		
<p>23C—develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments (organizing and presenting ideas)</p>		
<p>23D—uses a style manual to document sources and format written materials (organizing and presenting ideas)</p>		
<p>23E—is of sufficient length and complexity to address the topic (organizing and presenting</p>		

ideas)		
Listening, Speaking, and Teamwork—the student is expected to...		
24A—listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions (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.	<p>Speaking:</p> <ul style="list-style-type: none"> A. Understand the elements of communication both in informal group discussions and formal presentations. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 presentations that convey clear and distinct perspectives and demonstrate solid reasoning. <p>Listening:</p> <ul style="list-style-type: none"> A. Apply listening skills as an individual and as a member of a group in a variety of settings. <ul style="list-style-type: none"> 1. Analyze and evaluate the effectiveness of a public presentation. 2. Interpret a
24B—assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery (listening)		
25—formulate sound arguments by using elements of classical speeches, the art of persuasion, rhetorical devices, eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (speaking)		
26—participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria (teamwork)		

		<p>speaker's message; identify the position taken and the evidence in support of that position.</p> <ol style="list-style-type: none">3. Use a variety of strategies to enhance listening comprehension. <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.
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