**TEKS (gray) Grade 6—AP Language Skills (green)—AP Literature Skills (blue)**

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| **Foundational Language Skills** | **Comprehension Skills** | **Response** **Skills** | **Multiple** **Genres** | **Author’s Purpose and Craft** | **Composition** | **Inquiry and Research** |
| (1)  **Developing/ sustaining foundational language skills:** develops oral language through listening, speaking, discussion. (A)  **listen** actively interpret message, ask clarifying questions, respond appropriately;(B)  **follow, give** oral instructions include multiple action steps;(C)  **give** organized presentation specific stance, position, employing eye contact, speaking rate, volume, enunciation, natural gestures, conventions language communicate ideas effectively; (D)  **participate** student-led discussions eliciting, considering suggestions from other members, taking notes, identifying points agreement, disagreement.(2)  **Developing and sustaining foundational language skills**: vocabulary (A)  **use** print, digital resources determine meaning, syllabication, pronunciation, word origin, parts speech;(B)  **use** context, definition, analogy, examples clarify meaning words; (C)  **determine** the meaning, usage grade-level words derived Greek, Latin roots mis/mit, bene, man, vac, scrib/script, jur/jus.(3)  **Developing and sustaining foundational language skills**: fluency, comprehension. adjust fluency when reading grade-level text based reading purpose.(4)  **Developing and sustaining foundational language skills**: self-sustained reading, reads texts independently, self-select text, read independently sustained time. | (5)  **Comprehension skills:** multiple texts, metacognitive skills develop, deepen comprehension complex texts(A)  **establish** purpose reading assigned, self-selected text;(B)  **generate** questions about text before, during, after reading deepen understanding, gain information;(C)  **make**, **correct**, **confirm** predictions, text features, characteristics genre, structures;(D)  **create** mental images deepen understanding;(E)  **make** connections personal experiences, ideas texts, society;(F)  **make** inferences, **use** evidence support understanding;(G)  **evaluate** details determine key ideas;(H)  **synthesize** information create new understanding; (I)  **monitor** comprehension, **make** adjustments, re-reading, background knowledge, questions, annotating understanding breaks down. | (6)  **Response skills**: multiple texts, respond challenging sources read, heard, viewed. (A)  **describe** personal connections variety of sources, self-selected texts;(B)  **write** responses demonstrate understanding texts, comparing sources, across genres;(C)  **use** text evidence support response;(D)  **paraphrase**, **summarize** texts maintain meaning, logical order;(E)  **interact** sources meaningful ways notetaking, annotating, freewriting, illustrating;(F)  **respond** using vocabulary;(G)  **discuss,** **write** explicit, implicit meanings text;(H)  **respond** orally, writing appropriate register, vocabulary, tone, voice; (I)  **reflect,** **adjust** responses evidence presented. | (7)  **Multiple genres**: multiple texts--literary elements; **recognizes,** **analyzes** literary elements within, across complex traditional, contemporary, classical, diverse texts. (A)  **infer** multiple themes within, across texts evidence;(B)  **analyze** how characters' internal, external develop the plot;(C)  **analyze** plot elements, rising action, climax, falling action, resolution, non-linear elements flashback; (D)  **analyze** how setting, historical, cultural settings, influences character, plot.(8)  **Multiple genres:** multiple texts—genres; **recognizes,** **analyzes** genre-specific characteristics, structures, purposes within, across traditional, contemporary, classical, diverse texts. (A)  **demonstrate** knowledge literary genres realistic fiction, adventure stories, historical fiction, mysteries, humor, myths;(B)  **analyze** effect meter, structural elements, line breaks in poems variety poetic forms;(C)  **analyze** playwrights develop characters dialogue, staging;(D)  **analyze** characteristics, structure informational text(i)  thesis, supporting evidence;(ii)  features, introduction, foreword, preface, references, acknowledgements gain background information; (iii)  organizational patterns, definition, classification, advantage, disadvantage;(E)  **analyze** characteristics, structures argumentative text:(i)  identifying claim;(ii)  explaining author uses types evidence support argument;(iii)  identifying intended audience, reader; (F)  **analyze** characteristics, multimodal, digital texts. | (9)  **Author's purpose and craft:** multiple texts, **uses** critical inquiry **analyze** the authors' choices, how influence, communicate meaning texts, **analyzes,** **applies** author's craft to develop own products, performances. (A)  **explain** author's purpose, message text;(B)  **analyze** how text structure contributes author's purpose;(C)  **analyze** use of print, graphic features specific purposes;(D)  **describe** use figurative language metaphor, personification specific purposes;(E)  **identify** use literary devices, omniscient, limited point of view, specific purpose;(F)  **analyze** language contributes mood, voice; (G)  **explain** differences  rhetorical devices, logical fallacies. | (10)  **Composition:** writing process, uses writing process recursively compose texts, uses conventions. (A)  **plan** first draft selecting genre particular topic, purpose, audience strategies, discussion, background reading, interests;(B)  **develop** drafts focused, structured, coherent writing:(i)  organizing purposeful structure, introduction, transitions, coherence paragraphs, conclusion; (ii)  developing idea reflecting depth thought, specific facts, details;(C)  **revise** clarity, development, organization, style, word choice, sentence variety;(D)  **edit** conventions:(i)  complete complex sentences s-v agreement avoidance of splices, run-ons, fragments;(ii)   verb tenses;(iii)  conjunctive adverbs;(iv)  prepositions, prepositional phrases influence s-v agreement;(v)  pronouns, relative;(vi)  subordinating conjunctions, complex sentences, correlative conjunctions either/or and neither/nor;(vii)  capitalization proper nouns, abbreviations, initials, acronyms, organizations;(viii)  punctuation marks, commas complex sentences, transitions, introductory elements; (ix)   spelling, homophones(E)  publish work (11)  **Composition:** genres, genre characteristics, craft compose multiple texts that are meaningful(A)  **compose** personal narratives, fiction, poetry genre characteristics, craft;(B)  **compose** informational texts, essays convey information, topic, thesis statement, genre characteristics, craft;(C)  **compose** argumentative texts genre characteristics, craft; (D)  **compose** correspondence, reflects opinion, registers complaint, requests information, business, friendly structure. | (12)  Inquiry and research: multiple texts, engages short-term, sustained inquiry processes purposes. (A)  **generate** student-selected, teacher-guided questions formal, informal inquiry;(B)  **develop,** **revise** plan;(C)  **refine** major research question, guided answers secondary set questions;(D)  **identify,** **gather** information variety sources;(E)  **differentiate** primary, secondary sources;(F)  **synthesize** information sources;(G)  **differentiate** paraphrasing, plagiarism materials;(H)  **examine** sources:(i)  reliability, credibility, bias; (ii)  faulty reasoning, hyperbole, emotional appeals, stereotype;(I)  **display** citations, use source materials; (J)  **use** mode delivery, written, oral, multimodal, present results. |
| **AP Language Skills and Standards** | **Rhetorical Situation Reading** | **Claims and Evidence Reading** | **Rhetorical Situation Reading** | **Reasoning and Organization Reading** | **Rhetorical Situation Writing** |  |
|  | 1.A—**identify**, **describe** components rhetorical situation: exigence, audience, writer, purpose, context, message1.B—**explain** how argument demonstrates understanding audience’s beliefs, values, morals | 3.A—**identify,** **explain** claims, evidence, argument3.B—**identify,** **describe** thesis argument, indication provides argument’s structure3.C—**explain** ways claims qualified by modifiers, counterarguments, alternative perspectives | 1.A—**identify**, **describe** components rhetorical situation: exigence, audience, writer, purpose, context, message1.B—**explain** how argument demonstrates understanding audience’s beliefs, values, morals | 5.A—**describe** line reasoning, explain supports argument’s overarching thesis5.B—**explain** how organization text creates unity, coherence, reflects line reasoning5.C—**recognize**, **explain** methods development accomplish purpose | 2.A—**write** introductions, conclusions appropriate purpose, context rhetorical situation2.B—**demonstrate** understanding audience’s beliefs, values, needs |
| **Style****Reading** | **Claims and Evidence Writing** |
| 7.A—**explain** how word choice, comparisons, syntax contribute specific tone, style text7.B—**explain** how writers create, combine, place independent, dependent clauses show relationship ideas7.C—**explain** how grammar, mechanics contribute clarity, effectiveness argument | 4.A—**develop** paragraph includes claim, evidence supporting claim4.B—**write** thesis requires proof, defense, preview structure argument4.C—**qualify** claim using modifiers, counterarguments, alternative perspectives |
| **Reasoning and Organization Writing** |
| 6.A—**develop** line reasoning, commentary explains argument6.B—**use** transitional elements guide reader line reasoning argument6.C—**use** appropriate methods development advance argument |
| **Style****Writing** |
| 8.A—**use** words, comparisons, syntax convey specific tone, style argument8.B—**write** sentences clearly convey ideas, arguments8.C—**use** established conventions grammar, mechanics communicate clearly, effectively |
| **AP Literature Skills and Standards** |  |  | **Character** | **Structure**  | **Literary Argumentation** |  |
|  |  |  | 1.A—**identify**, **describe** textual details reveal character, character’s perspective, character’s motives1.B—**examine** function character changing, remaining unchanged1.C—**explain** function contrast characters1.D—**describe** textual details reveal characters’ relationships1.E—**explain** character’s choices, actions, speech reveal complexity of character, explain function complexities | 3.A—**identify**, describe plot3.B—**explain** function sequence events plot3.C—**explain** function structure in text3.D—**explain** function contrasts in text3.E—**explain** function significant event, related events in plot3.F—**explain** function conflict | 7.A—**develop** paragraph 1-claim requires defense, evidence, 2-evidence7.B—**develop** thesis conveys defensible claim, **establish** line reasoning7.C—**develop** commentary establish, **explain** relationship evidence, line reasoning, thesis7.D—**select**, **use** evidence develop, support line reasoning7.E—**demonstrate** control over essay |  |
| **Setting** | **Figurative Language** |
| 2.A—**identify**, **describe** text details convey, reveal setting2.B—**explain** function setting2.C—**describe** relationship character, setting | 5.A—**distinguish** literal, figurative meanings5.B—**explain** function diction5.C—**identify**, **explain** function symbol5.D—**identify**, **explain** function image, imagery6.A—**identify**, **explain** function simile6.B—**identify**, **explain** function metaphor6.C—**identify**, **explain** function personification6.D—**identify**, **explain** function allusion |
| **Narration** |
| 4.A—**identify**, **describe** narrator, speaker text4.B—**identify**, **describe** function point of view4.C—**identify**, **describe** details, diction, syntax text reveal narrator’s, speaker’s perspective4.D—**explain** narrator’s reliability affect narrative |

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