TEKS—AP—CRS Standards Alignment

English I Grade

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| **Texas Essential Knowledge and Skills** | **Advanced Placement Standards** | **College Readiness Standards** | **STAAR Reporting Categories** | **Strategies and Activities** | **STAAR Sample Questions** | **AP Sample Questions** | **SAT Sample Questions** |
| **Reading—the student is expected to…** | | | | | |  |  |
| 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) | 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:    1. Experience of literature—the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.    2. Interpretation of literature—analysis of literary works through close reading to arrive at an understanding of their multiple meanings.    3. Evaluation of literature—an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. 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 effectively with mature readers. 17. **Reflect** on the social and historical values a work reflects and embodies. 18. **Underscore** the commonalities and distinctive elements of evocative literary language | 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:**  Understand and analyze texts across genres  1ABDE, 2A, Fig. 19B | **Frame and Name**-use PSRs to determine the meaning of unfamiliar words |  | * 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… |  |
| 1B—**analyze** textual context to distinguish between the denotative and connotative meanings of words (vocabulary development) | **Reporting Category 2:**  Understand and analyze literary texts  2BC, 3A, 4A, 5ABC, 6A, 7A, 12AD, Fig. 19B | **Types of Context Clues-**  Definition  Synonym  Antonym  Gist | Which words from paragraph 7 best help the reader understand the use of the word *arresting*?  Which expression from paragraph 8 means “to glorify”?  Which words best help the reader understand the meaning of the word *russet* in line 8?  Which words best help the reader understand the meaning of the word indistinct in paragraph 4?  In paragraph 17, the word contorts means…  In paragraph 10, the word reverie means…  In paragraph 3, which word means “passed” or “slipped by”? | * 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… |  |
| 1C—**produce** analogies that describe a function of an object or its description (vocabulary development) | **Reporting Category 3:**  Understand and analyze informational texts  8A, 9ABCD, 10AB, 11AB, 12AD, Fig. 19B | **Basic Reading Strategy-**  Key word the questions  Set up the passage  Read and annotate  Double check textual evidence  Select Answer |  |  |  |
| 1D—**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) |  | Dictionary skills | In paragraph 3, which word means “passed” or “slipped by”?  Which sentence best reflects a primary theme of the selection?  This excerpt can best be described as exploring the theme of…  One of baseball’s long-established traditions is best exemplified in the description of… | Dictionaries and other reference materials are NOT available on these tests. | Dictionaries and other reference materials are NOT available on these tests. |
| (E)  **use** a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. | Dictionaries and other reference materials are NOT available on these tests. | Dictionary skills |  | Dictionaries and other reference materials are NOT available on these tests. | Dictionaries and other reference materials are NOT available on these tests. |
| 2A—**analyze** how the genre of texts with similar themes shapes meaning (theme and genre) |  | Powerful Reading Words  TPC/FASSSTT  DIDLS  SIFFTT |  | * 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? |  |
| 2B—**analyze** the influence of mythic, classical, and traditional literature on 20th century and 21st century literature (theme and genre) |  | Create prior knowledge of these influences through research or activities |  |  |  |
| 2C—**relate** the figurative language of a literary work to its historical and cultural setting (theme and genre) |  | TPC/FASSSTT  DIDLS  SIFFTT  Create prior knowledge of these influences through research or activities |  |  |  |
| 3—**analyze** the effects of diction and imagery in poetry (poetry) |  | TPC/FASSSTT  DIDLS  SIFFTT |  | * 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… |  |
| 4—dramatic conventions enhance dramatic texts (drama) |  | DRAMA |  | 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. |  |
| 5A—**analyze** non-linear plot development and compare it to linear plot development (fiction) |  | Plot diagram that includes climactic events and subplot diagram |  | * 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… |  |
| 5B—**analyze** how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils (fiction) |  | Char. Crew  Method of Char.  DC/IDC  SIFFTT  DIDLS |  | * 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… |  |
| 5C—**analyze** the way in which a work of fiction is shaped by the narrator’s point of view (fiction) |  | Powerful Reading Words  Basic Literary Terms |  |  |  |
| 5D—**demonstrate** familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature (fiction) |  |  |  |  |  |
| 6—**analyze** how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event (literary nonfiction) |  | TTRAPS  SIFTT  DIDLS  SMELL  Rhetorical Appeals and Fallacies |  |  |  |
| 7—**explain** the role of irony, sarcasm, and paradox in literary works (sensory language) |  | Basic Literary Terms |  |  |  |
| 8—**explain** the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose (culture and history) |  | Topic to Main Idea to Theme  Author’s Purpose  Pizza |  |  |  |
| 9A—**summarize** text and distinguish between a summary that captures the main ideas and elements of a text and critique that take a position and expresses an opinion (expository text) |  | BME |  |  |  |
| 9B—**differentiate** between opinions that are substantiated and unsubstantiated in the text (expository text) |  | Pizza |  |  |  |
| 9C—**make** subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns (expository text) |  | Textual Evidence  Genre structure |  |  |  |
| 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) |  | Theme  Main idea  Topics  Textual evidence  Venn |  | Multiple texts are addressed in the AP Language Question 1 essay, known as the synthesis question. |  |
| 10A—**analyze** the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience (persuasive text) |  | Textual Evidence  Rhetorical appeals and fallacies |  |  |  |
| 10B—**analyze** famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions (persuasive text) |  | SMELL  TTRAPS  Textual evidence |  |  |  |
| 11A. **analyze** the clarity of the objective(s) of procedural text (procedural text) |  | Textual evidence  Genre structure |  |  |  |
| 11B—**analyze** factual, quantitative, or technical data presented in multiple graphical sources (procedural text) |  | OPTIC  Guided Questions |  |  |  |
| 12A—**compare** and **contrast** how events are presented and information is communicated by visual images versus non-visual texts (media literacy) |  | OPTIC  Venn  Guided Questions |  |  |  |
| 12B—**analyze** how messages in media are conveyed through visual and sound techniques (media literacy) |  |  |  |  |  |
| 12C—**compare** and **contrast** coverage of the same event in various media (media literacy) |  |  |  |  |  |
| 12D—**evaluate** changes in formality and tone within the same medium for specific audiences (media literacy) |  | Shift  Tone  OPTIC |  |  |  |
| Fig.19A—**reflect** on understanding to monitor comprehension (e.g. asking questions, summarizing and synthesizing, making connections, creating sensory images) |  | SWBST  BME  SIFFT  DIDLS |  |  |  |
| Fig. 19B—**make** complex inferences about text and use textual evidence to support understanding |  | Textual evidence |  |  |  |
| **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. 6. **Write** to understand through the use of response and reaction papers, annotation, free-writing, and reading journals. 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. 8. **Produce** imitation exercises, journals, collaborative writing, and in-class responses. 9. **Write** essays that proceed through several stages or drafts, with revision aided by teacher and peers. 10. **Construct** essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis. 11. **Develop** and **organize** ideas in clear, coherent, and persuasive language. 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 illustrative detail. 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. | 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 4:**  Compose a written text  13BCD, 14A, 15Ai-v | **Read (text/passage)**  **Think (tasks/annotate)**  **Write (prompt)** |  |  |  |
| 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) | **Reporting Category 5:**  Revise written texts  13C, 15Ai-v, 16ACDE, | **Rhetorical Appeals and fallacies**  **Transitions and their jobs**  **Outline** |  |  |  |
| 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) | **Reporting Category 6:**  Edit written texts  13D, 17Ai-iiiC, 18ABi-ii, 19A | **SCAM**  **Baseball** |  |  |  |
| 13D—**edit** drafts for grammar, mechanics, and spelling (writing process) |  | CUPS  Baseball |  |  |  |
| 13E—**revise** final draft in response to feedback from peers and teachers and publish written work (writing process) |  |  |  |  |  |
| 14A—**write** an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies and devices to enhance the plot (literary text) |  | Plot diagram  Basic literary terms |  |  |  |
| 14B—**write** a poem using a variety of poetic techniques and a variety of poetic forms (literary text) |  |  |  |  |  |
| 14C—**write** a script with an explicit or implicit theme and details that contribute to a definite mood or tone (literary text) |  |  |  |  |  |
| 15Ai-v—**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 controlling idea or thesis, an organization structure appropriate to purpose, audience, and context, and relevant information and valid references (expository and procedural texts) |  | Read  Think  Write  Pizza  Transitions and their Jobs  Research  Outline |  |  |  |
| 15Bi-ii—**write** procedural or work-related document that include: organized and accurately conveyed information and reader friendly formatting techniques (expository and procedural texts) |  | Read  Think  Write  Outline |  |  |  |
| 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) |  | Pizza  Basic literary terms |  |  |  |
| 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) |  | Various programs |  |  |  |
| 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) |  | Read  Think  Write  Outline  Rhetorical appeals and fallacies  Research |  |  |  |
| 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 |  | Read  Think  Write  Outline  Rhetorical appeals and fallacies |  |  |  |
| 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) |  |  |  |  |  |
| 16C—**write** an argumentative essay to the appropriate audience that includes counter-arguments based on evidence to anticipate and address objections (persuasive texts) |  | Read  Think  Write  Outline  Counter claims brainstorm  Research |  |  |  |
| 16D— **write** an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context (persuasive texts) |  | Read  Think  Write  Outline |  |  |  |
| 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) |  | Read  Think  Write  Outline  Research  OPTIC |  |  |  |
| **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) | 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 through diction and sentence structure. 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. | This area is not addressed in the College Readiness Standards for English/Language Arts. |  | **Basic Reading Strategy-**  Key word the questions  Set up the passage  Read and annotate  Double check textual evidence  Select Answer |  |  |  |
| 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 and check correct spellings (spelling conventions) |  |  |  |  |  |
| **Research—The student is expected to…** | | | | | |  |  |
| 20A—**brainstorm**, **consult** with others, **decide** upon a topic, and **formulate** a major research question to address the major research topic (research plan) | 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 primary and secondary source material. 6. **Evaluate** and **incorporate** reference documents into researched papers. 7. **Conduct** informed research and synthesize varied sources (to evaluate, cite, and utilize source materials). | 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. |  |  |  |  |  |
| 20B—**formulate** a plan for engaging in research on a complex, multi-faceted topic (research plan) |  |  |  |  |  |
| 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) |  |  |  |  |  |
| 21B—**organize** information gathering from multiple sources to create a variety of graphics and forms (gathering sources) |  |  |  |  |  |
| 21C—**paraphrase**, **summarize**, **quote**, and accurately **cite** all researched information according to a standard format (gathering sources) |  |  |  |  |  |
| 22A—**modify** the major research question as necessary to refocus the research plan (synthesizing information) |  |  |  |  |  |
| 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) |  |  |  |  |  |
| 22C—**critique** the 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:   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. |  |  |  |  |  |
| 24B—**follow** and **give** complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes (listening) |  |  |  |  |  |
| 24C—**evaluate** the effectiveness of a speaker’s main and supporting ideas (listening) |  |  |  |  |  |
| 25—**give** presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively (speaking) |  |  |  |  |  |
| 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) |  |  |  |  |  |

Red-readiness Blue-supporting