

**University of Texas at El Paso**  
**RED 3342-003 – Content Area Literacy (CRN 30902)**  
**Summer I 2014**

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appt.

Mon-Fri, 11:40-1:50

Location: Education 312

**Course description:**

Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. Field experience required.

**Course objectives:**

RED 3342 provides an overview of literacy instruction in the content areas, with an emphasis on grades 4-12. This core course incorporates the Texas Examinations of Educators Standards (TExES) standards for grades 4-8 and 8-12. The TExES standards are closely aligned with the Texas Essential Knowledge and Skills (TEKS), which can be downloaded at <http://www.tea.state.tx.us/index2.aspx?id=6148>. This course will provide opportunities to connect theories of reading and writing with both the TExES standards as well as the TEKS. Core course include the following TExES Pedagogy and Professional Responsibilities (PPR) EC-12 competencies:

- Plans instruction and ongoing assessments that motivates students and are responsive to their developmental characteristics and needs (PPR I, Competency 1).
- Plans learning experiences and designs assessments that are responsive to differences among students and that promote all students' learning (PPR I, Competency 2).
- Designs effective and coherent instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Plans effective, engaging instruction and appropriate assessments (PPR I, Competency 4).
- Applies principles and strategies for communicating effectively in varied teaching and learning contexts (PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10).

**Student learning outcomes:**

Upon completion of this course, students will be able to:

1. Develop and apply a meaningful understanding of literacy in the content areas through the creation of sample activities, lesson plans, and inquiry units (TEExES Language Arts and Reading 8-12 Standard I);
2. Examine ways to work with students to become critical, empowered, and engaged readers and writers;
3. Select and use a variety of media and texts, including trade books, textbooks, videos, and other forms of technology, in order to engage students in content area literacy (TEExES Language Arts and Reading 8-12 Standard IV);
4. Creates an effective bilingual and multicultural learning environment by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, and applying strategies to bridge the home and school cultural environments (TEExES Bilingual Generalist 4-8, Standard I)
5. Evaluate the importance of reading for understanding and apply reading and study strategies for various types of literary and non-literary texts (TEExES Language Arts and Reading 4-8 Standard IV; TEExES Language Arts and Reading 8-12 Standard II, III);
6. Analyze writing as a recursive, developmental, integrative, and ongoing process and apply this understanding through engagement in the writing process with course assignments (TEExES Language Arts and Reading 4-8 Standard V; TEExES Language Arts and Reading 8-12 Standard V, VI);
7. Demonstrate word analysis skills and strategies in order to enhance students' vocabulary development and conceptual understanding (TEExES Language Arts and Reading 4-8 Standard III; TEExES Language Arts and Reading 8-12 Standard VII)
8. Apply inquiry-based approaches to literacy teaching and learning through the development of sample activities, lesson plans, and inquiry units (TEExES Language Arts and Reading 4-8 Standard VI);
9. Interpret, analyze, and produce visual images and messages using multiple forms of media and technology and be able to provide opportunities for students to do the same (TEExES Language Arts and Reading 4-8 Standard VII; TEExES Language Arts and Reading 8-12 Standard IX);
10. Demonstrate an understanding of the importance of oral communication by creating ways to foster listening and speaking skills of students through sample activities, lesson plans, and inquiry units (TEExES Language Arts and Reading 4-8 Standard I; TEExES Language Arts and Reading 8-12 Standard VIII);
11. Apply basic principles of assessment in the development of sample activities, lesson plans and inquiry units (TEExES Language Arts and Reading 4-8 Standard VIII).

**Course readings:***Required books:*

Vacca, R.T., Vacca, J.L., and Mraz, M. (2013). Content area reading: Literacy and learning across the curriculum, 11<sup>th</sup> Ed. Boston: Pearson. ISBN: 10: 0-13-337625-7 [This book can be

purchased at the UTEP bookstore or online through venues such as Amazon.com, half.com, or Barnes and Noble. It is also possible to use the 10<sup>th</sup> Edition in this course.]

*Recommended books (for Pair Strategy Demonstration):*

Allen, Janet (2004). *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse. ISBN: 1571103805 [This book can be purchased online through venues such as Amazon.com, half.com, or Barnes and Noble.]

*Tradebook Choice (you will select only one of these):*

Collins, S. (2008). *The Hunger Games*. New York, NY: Scholastic Press.  
ISBN: 13: 978-0-439-02348-1.

Munoz-Ryan, P. (2000). *Espranza Rising*. New York, NY: Scholastic Press.  
ISBN: 13: 978-0-439-12042-5.

Sachar, L. (1998). *Holes*. New York, NY: Random House Children's Books.  
ISBN: 978-0-440-41480-3.

*Required readings (in addition to textbook chapters)*

Session 2

Freire, P. (1987). The importance of the act of reading. In Freire, P. and Macedo, D. (Eds.), *Literacy: Reading the Word and the World* (pp. 29-36). South Hadley, MA: Bergin and Garvey.

Lenski, S. (2011-12). What RTI means for content area teachers. A commentary from *Journal of Adolescent & Adult Literacy*, 55(4), 276-282.

Schoenbach, R. et al. What is reading? An excerpt from *Reading for Understanding. The Quarterly*, 38-39.

Session 3

Conradi, K., Jang, B.G., Bryant, C, Craft, A. & McKenna, M. C. (2013). Measuring adolescents attitudes toward reading. *Journal of Adolescent & Adult Literacy*, 56(7), 565-576.

[Center for Media Literacy: Literacy for the 21st Century](#)

Session 4

Au, K. (2006). Discourses and literacy in the home and community. In *Multicultural issues and literacy achievement* (pp. 37-54). Mahwah, NJ: Lawrence Erlbaum.

Brisk, M.E. and Harrington, M.M. (2007). Working effectively with bilingual students. In *Literacy and bilingualism: A handbook for all teachers, 2<sup>nd</sup> Edition* (pp. 15-47). Mahwah, NJ: Lawrence Erlbaum.

### Session 6

Allen, Janet (2004). *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.

### Session 7

Allen, J. (2007). Mastering the art of effective vocabulary instruction. In Beers, K., Probst, R.E., & Rief, L., *Adolescent literacy: Turning promise into practice*. Portsmouth, NH: Heinemann.

### Week 11

Daniels, H. et al (2007). Writing to learn. In Daniels, H. et al. (Eds.), *Content-area writing: Every teacher's guide* (pp. 20-29). Portsmouth, NH: Heinemann.

### Week 12

Wilhelm, J. (2008). Moving toward a reader-centered classroom. In “*You gotta BE the book*”: *Teaching engaged and reflective reading with adolescents* (pp. 22-37). New York: Teachers College.

### Week 13

Trade book choice: *The Hunger Games*, *Esperanza Rising* or *Holes* (can be purchased at University Bookstore or online at Amazon.com or other distributors).

Bean, T. W. (2003). Using young adult literature to teach content. North Central Regional Educational Laboratory: Learning Point Associates.

### Week 15

Afflerbach, P. (2004). Assessing adolescent reading. In Jetton, T.L. and Dole, J.A. (Eds.), *Adolescent Literacy Research and Practice* (pp. 369-391). New York: Guilford.

Anders, Patricia L. and Guzzetti, B.J. (2005). Content area literacy assessment. *Literacy Instruction in the Content Areas, Second Edition*. Mahweh, NJ: Lawrence Erlbaum.

### **Course requirements:**

Successful completion of this course will be based on several key elements:

*Reading Responses (30 points)* – To facilitate understanding of and discussion about the readings, you will be required to do regular writing on the readings of each class. In your writing, you should respond to the prompt posted in under the “Content” menu in Blackboard. This response to the readings should be at least 300 words in length. The purpose of this assignment is to begin generating thoughts about the readings before coming to class. **Reading Responses are due in hard copy class each face-to-face session. On days when we have an online class scheduled, Reading Responses are due by midnight on the day of class and should be submitted to the Blackboard discussion groups, found under the “Groups” menu on our Blackboard site.** Each Reading Response will count 3 points. A rubric for the postings can be found in the appendix.

*Literacy autobiography (10 points)* – As part of this course, you will have the opportunity to reflect on your own literacy history and the ways in which your experience with literacy has influenced your perspective as a pre-service teacher. To that end, I would like you to write a literacy autobiography that contemplates your own experiences with reading and writing. You can use the piece to think about your own origins with literacy and to express your current beliefs about yourself as a reader/writer. The purpose of this assignment is two-fold: (1) to reflect on our own literacy histories and the ways in which those histories influence us now as students and pre-service teachers; and (2) to learn about one another and help build our classroom community. The autobiography should be 3-5 pages, double-spaced in length. Feel free to explore various formats for writing (i.e. short vignettes, poetry, interviews). I will be looking for thoughtfulness and originality in your writing, as well as clarity in communicating yourself and your ideas. A rubric for the autobiography can be found in the appendix.

*Pair strategy demonstration (10 points)* – In order to apply the strategies that we read, learn, and talk about in class, you will work with a partner to develop a strategy demonstration in the content area of your choosing. You can draw on the readings in class, including Janet Allen's *Tools for Teaching Content Literacy*, to develop your strategy. This demonstration can be thought of as a mini-lesson that incorporates a literacy strategy that would normally be part of a larger, more complete lesson. Your demonstration should last between 10-15 minutes, and you should engage your peers in participatory, hands-on learning. On the day of your demonstration, you should provide a one-page handout that includes the following: (1) a short explanation of the strategy and its purposes; (2) the steps used to do the strategy; and (3) ways that the strategy can be adapted to support English language learners. A rubric for the pair strategy demonstration can be found in the appendix.

*Mid-term and Final Exams (30 points total, 15 points each)* – There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES certification exam that you will be required to take after graduation. The mid-term will cover all readings and class content from the first eight weeks of the course, while the final exam will be comprehensive, covering all readings and class content from the entire semester. Both exams will be on Blackboard and questions will be multiple choice and short answer and will be similar to those found on the TExES/ExCET exam.

*Tradebook Assignment (10 points)* – This assignment will require you to select and read one of the three trade books listed under the course readings section of this syllabus. Using your trade book you will: write a short and concise summary of the book using the GRASP strategy; evaluate a Webquest associated with the trade book; determine the readability of the trade book using a Fry Graph; connect the trade book to a specific TEKS content standard; create a before during, and after reading comprehension strategy; and develop a reader-response instructional strategy aligned with your trade book.

*Classroom Discussion (10 points)* – In a community of learners, participation in class discussions and collaborative group work is key to our success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. For homework readings, you are given a list of questions for each chapter covered in the course to use for Blackboard Discussion postings.

You may want to bring your Discussion postings to class to refer to during discussions and tasks. Participation points will be given for completed tasks submitted in class.

**Assessment of Student Learning Outcomes:**

Assignment	Point value	Assessment of Learning Outcomes
Online discussion postings	30 points	Learning Outcomes #1-10
Literacy autobiography	10 points	Learning Outcomes #1,2,5,8
Pair strategy demonstration	10 points	Learning Outcome #4,6
Mid-term and Final Exams	30 points	Learning Outcomes #1-10
Trade Book assignment	10 points	Learning Outcome #4,6
Class Participation	10 points	Learning Objectives #1-10

**Grading:**

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

**Attendance Policy:**

Your attendance and active participation are vital to this course and your attendance will affect your final grade. In summer courses, the Teacher Education Department considers missing **two classes** as excessive and cause for being dropped from the course.

**Disability Policy:**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Academic Dishonesty:**

Academic dishonesty – which includes cheating, plagiarism, and collusion – is a violation of the norms and ethics of the university community and will not be tolerated.

**Additional Resources:**

Academic journals – The following journals provide valuable information about literacy instruction. Most of them can be found electronically using the UTEP Library website:  
*Reading Research Quarterly*

*Journal of Adolescent and Adult Literacy*  
*The Reading Teacher*  
*Language Arts*  
*Anthropology and Education Quarterly*

Websites – These websites are sources of additional information for content area literacy:

International Reading Association – [www.reading.org](http://www.reading.org)

Reading Online – [www.readingonline.org](http://www.readingonline.org)

National Council for Teachers of English – [www.ncte.org](http://www.ncte.org)

Texas Council of Teachers of English Language Arts – <https://www.tctela.org>

National Council of Teachers of Mathematics – <http://www.nctm.org>

Texas Council of Teachers of Mathematics – <http://www.utdanacenter.org/tctm>

National Council for the Social Studies – <http://www.ncss.org>

Texas Council for the Social Studies – <http://www.txcss.org>

National Science Teachers Association – <http://www.nsta.org>

Science Teachers Association of Texas – <http://www.statweb.org>

**\*\*Syllabus subject to change\*\***

**Course Schedule:**

<b>Mon. 6/9</b>	<b>Face-to-Face Class</b>	<b>Readings and Assignments</b>
Session #1	Introductions, Introduction to the course	
<b>Tues. 6/10</b>	<b>Face-to-Face Class</b>	
Session #2	What is reading? What is literacy? What is content area literacy?	Freire, The Importance of the Act of Reading  Schoenbach, et al. What is Reading?  Lenski, What RTI means for content area teachers  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Wed. 6/11</b>	<b>Face-to-Face Class</b>	
Session #3	Literacy in the new millennium	Conradi, et al. Measuring adolescents' attitudes toward reading  Center for Media Literacy: Literacy for the 21 <sup>st</sup> Century  Vacca, Vacca, and Mraz, Chs. 1 & 2  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Th. 6/12</b>	<b>Face-to-Face Class</b>	
Session #4	Literacy and cultural/linguistic diversity; Working with English Language Learners	Au, Understanding the gap  Brisk and Harrington, Working effectively with bilingual students  Vacca, Vacca, & Mraz, Ch. 3  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Fri. 6/13</b>	<b>ONLINE CLASS</b>	
Session #5	Assessing students and texts	Vacca, Vacca, and Mraz, Ch. 4  <b>Literacy autobiography due by 6/15 at midnight. Email your autobiography as a Word document in an attachment to <a href="mailto:ajbach@utep.edu">ajbach@utep.edu</a>.</b>
<b>Mon. 6/16</b>	<b>ONLINE CLASS</b>	
Session #6	Planning for content area literacy instruction	Vacca, Vacca, and Mraz, Ch. 5 <i>Allen, Tools for teaching content literacy</i>  <b>Reading Response due to discussion group on BB by midnight.</b>

<b>Tues. 6/17</b>	<b>Face-to-Face Class</b>	
Session #7	Developing vocabulary and concepts	Allen, Mastering the art of effective vocabulary instruction  Vacca, Vacca, and Mraz, Ch. 8  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Wed. 6/18</b>	<b>Face-to-Face Class</b>	
Session #8	Midterm review  Pair Strategy Demonstration workshop in class	Come prepared to class ready to work with your partners on your Pair Strategy Demonstration.
<b>Th. 6/19</b>	<b>Face-to-Face Class</b>	
Session #9	Pair Strategy Demonstrations	<b>Pair Strategy Demonstrations Due in Class today</b>
<b>Fri. 6/20</b>	<b>ONLINE CLASS</b>	
Session #10	Activating prior knowledge and interest; Guiding reading comprehension	Vacca, Vacca, and Mraz, Ch. 6 & 7  <b>Reading Response due to discussion group on BB by midnight.</b>
<b>Mon. 6/23</b>	<b>MIDTERM EXAM</b>	
	Midterm Exam on Blackboard	
<b>Tues. 6/24</b>	<b>Face-to-Face Class</b>	
Session #11	Writing across the curriculum	Daniels et al., Writing to learn  Vacca, Vacca, and Mraz, Ch. 9  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Wed. 6/25</b>	<b>Face-to-Face Class</b>	
Session #12	Learning with trade books	Wilhelm, Moving toward a reader-centered classroom  Vacca, Vacca, and Mraz, Ch. 11  <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Th. 6/26</b>	<b>Face-to-Face Class</b>	
Session #13	Integrating trade books into content area literacy instruction	Bean, Using young adult literature to teach content  <b>Tradebook assignment DUE</b> for Collins, <i>The Hunger Games</i> ; Munoz-Ryan, <i>Esperanza Rising</i> ; or Sachar, <i>Holes</i>
<b>Fri. 6/27</b>	<b>ONLINE CLASS</b>	

Session #14	Content area reading/study strategies	Vacca, Vacca, and Mraz, Ch. 10 <b>Reading Response due to discussion group on BB by midnight.</b>
<b>Mon. 6/30</b>	<b>Face-to-Face Class</b>	
Session #15	Assessing reading and writing  Key Principles & Wrapping Up	Afflerbach, Assessing adolescent reading  Anders and Guzzetti, Content area literacy assessment <b>Reading Response due in class. Bring a hard copy of your Reading Response with you to class.</b>
<b>Tues. 7/1</b>	<b>ONLINE CLASS</b>	
Session #16	Final exam review	
<b>Th. 7/3</b>	<b>FINAL EXAM</b>	
	<b>Final Exam on Blackboard</b>	

## APPENDIX

### Grading Rubrics for Course Assignments

#### Online Discussion postings (at least 300 words)

Criteria	Possible points	Points earned
Clear, coherent, and well-organized; shows evidence of having read all of the materials	1	
Demonstrates understanding and analysis of the readings; provides details and examples	1	
Makes thoughtful connections across the readings and to life experience and present/future teaching practice	1	
<b>Total</b>	<b>3</b>	

#### Literacy autobiography

Criteria	Possible points	Earned points
Focus on assigned topic	2	
Thoughtful and substantive	2	
Clarity and coherence	2	
Originality and creativity	2	
Mechanics (grammar, spelling, punctuation)	2	
<b>Total</b>	<b>10</b>	

### Pair strategy demonstration

Criteria	Possible points	Earned points
Explanation of purpose	1	
Explanation of strategy steps	2	
Student engagement	4	
Adaptations for ELLs	2	
Handout/Preparation	1	
<b>Total</b>	<i>10</i>	

### Class Discussion Grading Rubric

	Strong work <sup>1</sup>	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

<sup>1</sup> Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

## English Language Arts and Reading TEKS grades 8-12

### §110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010.

#### (a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 8 as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

#### (b) Knowledge and skills.

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;

(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: \_\_\_\_\_ or soft:kitten as hard: \_\_\_\_\_);

(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze literary works that share similar themes across cultures;

(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and

(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).

(5) Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.

(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;

(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and

(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.

(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.

(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.

(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;

(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.

(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and

(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.

(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; **and**

(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate the role of media in focusing attention on events and informing opinion on issues;

(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;

(C) evaluate various techniques used to create a point of view in media and the impact on audience; and

(D) assess the correct level of formality and tone for successful participation in various digital media.

(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write an imaginative story that:

(i) sustains reader interest;

(ii) includes well-paced action and an engaging story line;

(iii) creates a specific, believable setting through the use of sensory details;

(iv) develops interesting characters; and

(v) uses a range of literary strategies and devices to enhance the style and tone; and

(B) write a poem using:

- (i) poetic techniques (e.g., rhyme scheme, meter);
- (ii) figurative language (e.g., personification, idioms, hyperbole); and
- (iii) graphic elements (e.g., word position).

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write a multi-paragraph essay to convey information about a topic that:

- (i) presents effective introductions and concluding paragraphs;
- (ii) contains a clearly stated purpose or controlling idea;
- (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- (iv) accurately synthesizes ideas from several sources; and
- (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;

(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;

(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and

(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

- (A) establishes a clear thesis or position;
- (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
- (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

- (i) verbs (perfect and progressive tenses) and participles;
- (ii) appositive phrases;
- (iii) adverbial and adjectival phrases and clauses;
- (iv) relative pronouns (e.g., whose, that, which); and
- (v) subordinating conjunctions (e.g., because, since);

(B) write complex sentences and differentiate between main versus subordinate clauses; and

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

(20) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use conventions of capitalization; and

(B) use correct punctuation marks, including:

(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and

(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.

(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;

(B) categorize information thematically in order to see the larger constructs inherent in the information;

(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and

(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and

(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;

(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;

(C) presents the findings in a meaningful format; and

(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;
  - (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and
  - (C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.
- (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Source: The provisions of this §110.20 adopted to be effective September 4, 2008, 33 TexReg 7162.

**§110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010. [HIGH SCHOOL]**

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English I as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

(C) produce analogies that describe a function of an object or its description;

(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor*, *carte blanche*, *tete a tete*, *pas de deux*, *bon appetit*, *quid pro quo*); and

(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.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze how the genre of texts with similar themes shapes meaning;

(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and

(C) relate the figurative language of a literary work to its historical and cultural setting.

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and

(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to 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.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;

(B) differentiate between opinions that are substantiated and unsubstantiated in the text;

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and

(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and

(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);

(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) 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;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;

(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and

(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a controlling idea or thesis;

(iv) an organizing structure appropriate to purpose, audience, and context; and

(v) relevant information and valid inferences;

(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:

(i) organized and accurately conveyed information; and

(ii) reader-friendly formatting techniques;

(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:

(i) extends beyond a summary and literal analysis;

(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;

(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;

(C) counter-arguments based on evidence to anticipate and address objections;

(D) an organizing structure appropriate to the purpose, audience, and context; and

(E) an analysis of the relative value of specific data, facts, and ideas.

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);

(ii) restrictive and nonrestrictive relative clauses; and

(iii) reciprocal pronouns (e.g., each other, one another);

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and

(B) use correct punctuation marks including:

(i) quotation marks to indicate sarcasm or irony;

(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and

(iii) dashes to emphasize parenthetical information.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) 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;

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

- (A) marshals evidence in support of a clear thesis statement and related claims;
- (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;
- (C) uses graphics and illustrations to help explain concepts where appropriate;
- (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and
- (E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- (A) 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;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and
- (C) evaluate the effectiveness of a speaker's main and supporting ideas.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.

Source: The provisions of this §110.31 adopted to be effective September 4, 2008, 33 TexReg 7162.

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### **§110.32. English Language Arts and Reading, English II (One Credit), Beginning with School Year 2009-2010. [HIGH SCHOOL]**

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English II as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., *glasnost*, *avant-garde*, *coup d'état*); and

(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.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast differences in similar themes expressed in different time periods;

(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and

(C) relate the figurative language of a literary work to its historical and cultural setting.

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.

(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;

- (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;
- (C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and
- (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.
- (6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to 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.
- (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.
- (8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to 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.
- (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;
- (B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;
- (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and
- (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
- (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
- (A) 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; and
- (B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.
- (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) evaluate text for the clarity of its graphics and its visual appeal; and
- (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
- (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
- (C) examine how individual perception or bias in coverage of the same event influences the audience; and

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;

(C) 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;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and

(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a thesis or controlling idea;

(iv) an organizing structure appropriate to purpose, audience, and context;

(v) relevant evidence and well-chosen details; and

(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;

(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:

(i) organized and accurately conveyed information;

(ii) reader-friendly formatting techniques; and

(iii) anticipation of readers' questions;

(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:

(i) extends beyond a summary and literal analysis;

(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and

(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;

(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);

(C) counter-arguments based on evidence to anticipate and address objections;

(D) an organizing structure appropriate to the purpose, audience, and context;

(E) an analysis of the relative value of specific data, facts, and ideas; and

(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);

(ii) restrictive and nonrestrictive relative clauses; and

(iii) reciprocal pronouns (e.g., each other, one another);

(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and

(B) use correct punctuation marks including:

(i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions;

(ii) quotation marks to indicate sarcasm or irony; and

(iii) dashes to emphasize parenthetical information.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) 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;

(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) marshals evidence in support of a clear thesis statement and related claims;

(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;

(C) uses graphics and illustrations to help explain concepts where appropriate;

(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and

(E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) 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;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and

(C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.

Source: The provisions of this §110.32 adopted to be effective September 4, 2008, 33 TexReg 7162.

**§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010. [HIGH SCHOOL]**

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;

(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and

(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.

(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;

(B) analyze the internal and external development of characters through a range of literary devices;

(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and

(D) demonstrate familiarity with works by authors in American fiction from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

- (A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and
- (B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.
- (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and
- (B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;
- (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;
- (C) evaluate the objectivity of coverage of the same event in various types of media; and
- (D) evaluate changes in formality and tone across various media for different audiences and purposes.
- (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;
- (C) 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 (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;
- (D) edit drafts for grammar, mechanics, and spelling; and
- (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
- (A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;
- (B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and
- (C) write a script with an explicit or implicit theme, using a variety of literary techniques.
- (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) write an analytical essay of sufficient length that includes:
- (i) effective introductory and concluding paragraphs and a variety of sentence structures;

- (ii) rhetorical devices, and transitions between paragraphs;
  - (iii) a clear thesis statement or controlling idea;
  - (iv) a clear organizational schema for conveying ideas;
  - (v) relevant and substantial evidence and well-chosen details; and
  - (vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;
- (B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:
- (i) a clearly stated purpose combined with a well-supported viewpoint on the topic;
  - (ii) appropriate formatting structures (e.g., headings, graphics, white space);
  - (iii) relevant questions that engage readers and consider their needs;
  - (iv) accurate technical information in accessible language; and
  - (v) appropriate organizational structures supported by facts and details (documented if appropriate);
- (C) write an interpretation of an expository or a literary text that:
- (i) advances a clear thesis statement;
  - (ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;
  - (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;
  - (iv) identifies and analyzes the ambiguities, nuances, and complexities within the text; and
  - (v) anticipates and responds to readers' questions or contradictory information; and
- (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.
- (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:
- (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;
  - (B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);
  - (C) an organizing structure appropriate to the purpose, audience, and context;
  - (D) information on the complete range of relevant perspectives;
  - (E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and
  - (F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).
- (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence 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;

(B) 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 inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) 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; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

(B) uses a variety of formats and rhetorical strategies to argue for the thesis;

(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;

(D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and

(E) is of sufficient length and complexity to address the topic.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) 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; and

(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.

Source: The provisions of this §110.33 adopted to be effective September 4, 2008, 33 TexReg 7162.

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#### **§110.34. English Language Arts and Reading, English IV (One Credit), Beginning with School Year 2009-2010. [HIGH SCHOOL]**

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.

(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English IV as described in subsection (b) of this section.

(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);

(D) analyze and explain how the English language has developed and been influenced by other languages; and

(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.

(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast works of literature that express a universal theme;

(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and

(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.

(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.

(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.

(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;

(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;

(C) compare and contrast the effects of different forms of narration across various genres of fiction; and

(D) demonstrate familiarity with works of fiction by British authors from each major literary period.

(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.

(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to 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.

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to 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.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;

(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and

(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and

(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;

(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and

(D) evaluate changes in formality and tone across various media for different audiences and purposes.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) 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 (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;

(C) 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 (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;

(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and

(C) write a script with an explicit or implicit theme, using a variety of literary techniques.

(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write an analytical essay of sufficient length that includes:

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices, and transitions between paragraphs;

(iii) a clear thesis statement or controlling idea;

(iv) a clear organizational schema for conveying ideas;

(v) relevant and substantial evidence and well-chosen details;

(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and

(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;

(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:

(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;

(ii) appropriate formatting structures (e.g., headings, graphics, white space);

(iii) relevant questions that engage readers and address their potential problems and misunderstandings;

(iv) accurate technical information in accessible language; and

(v) appropriate organizational structures supported by facts and details (documented if appropriate);

(C) write an interpretation of an expository or a literary text that:

(i) advances a clear thesis statement;

(ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text;

(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and

(v) anticipates and responds to readers' questions and contradictory information; and

(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.

(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:

(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);

(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);

(C) an organizing structure appropriate to the purpose, audience, and context;

(D) information on the complete range of relevant perspectives;

(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;

(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and

(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.

(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and

(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and

(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.

(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather evidence 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;

(B) 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 inferences; and

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.

(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) modify the major research question as necessary to refocus the research plan;

(B) 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; and

(C) critique the research process at each step to implement changes as the need occurs and is identified.

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:

(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;

(B) uses a variety of formats and rhetorical strategies to argue for the thesis;

(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;

(D) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials; and

(E) is of sufficient length and complexity to address the topic.

(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) 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; and

(B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to 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.