

# High School

## TEKS Objectives and AP\* Goals and Expectations

Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program™ Goals and Expectations
<b>WRITING</b>					
<b>(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:</b>					
(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;	√				<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p>

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					<p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.</p>
<p>(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;</p>		√			<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.</p>

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(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and résumé;			√		<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.</p>
(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;				√	<p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p>
(B) write in a voice and style appropriate to audience and purpose; and	√	√	√		<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences</p>

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					<p>to public policies, from imaginative literature to popular culture.</p> <p>Identify and practice writers' strategies.</p> <p>Produce imitation exercises, journals, collaborative writing, and in-class responses.</p> <p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p>
<p>(B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;</p>				<p>√</p>	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p>

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					Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	√	√	√		<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Apply effective writing strategies and techniques.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>
(C) write in a voice and style appropriate to audience and purpose;				√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Identify and practice writers' strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p>

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					<p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Write for a variety of purposes.</p> <p>Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p> <p>Write to understand through the use of response and reaction papers, annotation, freewriting, and reading journals.</p> <p>Write to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure.</p>

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					<p>Write to evaluate through the use of judgments about a work’s artistry, and explore a work’s underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Write to explore, discovering ideas through the process of writing about text.</p> <p>Write effectively under time constraints.</p>
(D) employ literary devices to enhance style and voice;				√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Identify and practice writers’ strategies.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p> <p>Produce imitation exercises, journals, collaborative writing, and in-class responses.</p> <p>Apply effective writing strategies and techniques.</p>
(E) employ precise language to communicate ideas clearly and concisely; and				√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Identify and practice writers’ strategies.</p> <p>Reflect on the link between grammar and style.</p>

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					<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p>
(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.				√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Apply effective writing strategies and techniques.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>
<b>(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:</b>					
(A) use prewriting strategies to generate ideas, develop voice, and plan;	√	√	√	√	<p>Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.</p> <p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Create essays that balance generalization and specific</p>

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					<p>illustrative detail.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p>
(B) develop drafts both alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;	√	√	√		<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Write for a variety of purposes.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research,</p>

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					<p>drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
<p>(B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;</p>				<p>√</p>	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Write for a variety of purposes.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive</p>

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					<p>language.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(C) proofread writing for appropriateness of organization, content, style, and conventions;	√	√	√		<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Write for a variety of purposes.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>

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(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;				√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Write for a variety of purposes.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(D) refine selected pieces frequently to publish for general and specific audiences; and	√	√	√		Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.

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					<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>
(D) use varied sentence structure to express meanings and achieve desired effect;				√	Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.
(E) use technology for aspects of creating, revising, editing, and publishing texts.	√	√	√		<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>

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(E) revise drafts by rethinking content organization and style to better accomplish the task;				√	<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Create essays that balance generalization and specific illustrative detail.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p>

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(F) use effective sequences and transitions to achieve coherence and meaning;				√	<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Create essays that balance generalization and specific illustrative detail.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p>

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(G) use technology for aspects of creating, revising, editing, and publishing texts; and				√	<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p> <p>Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.</p>
(H) refine selected pieces to publish for general and specific audiences.				√	<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Develop and organize ideas in clear, coherent, and persuasive language.</p>

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					Develop an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
<b>(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:</b>					
(A) produce legible work that shows accurate spelling and correct uses of the conventions of punctuation and capitalization such as italics and ellipses;	√	√	√	√	Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.  Apply effective writing strategies and techniques.  Demonstrate understanding and mastery of standard written English as well as stylistic maturity.
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;	√	√	√	√	Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.  Compose essays with a variety of sentence structures, including appropriate use of subordination and coordination.  Apply effective writing strategies and techniques.  Demonstrate understanding and mastery of standard written English as well as stylistic maturity.
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions;	√	√	√	√	Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.  Compose essays with a variety of

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					<p>sentence structures, including appropriate use of subordination and coordination.</p> <p>Develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p> <p>Apply effective writing strategies and techniques.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Incorporate subordinate and coordinate constructions in a variety of sentence structures.</p>
(D) produce error-free writing in the final draft; and	√	√	√	√	<p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Apply effective writing strategies and techniques.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>
(E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).			√	√	<p>Cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Apply effective writing strategies</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>and techniques.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Demonstrate understanding of the conventions of citing primary and secondary source material.</p>
<p><b>(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:</b></p>					
<p>(A) use writing to formulate questions, refine topics, and clarify ideas;</p>	√	√	√	√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Apply effective writing strategies and techniques.</p>
<p>(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;</p>	√	√	√		<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Produce projects that call on evaluation of the legitimacy and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(B) use writing to discover, record, review, and learn;				√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p>
(C) compile information from primary and secondary sources in systematic ways using available technology;	√	√	√		<p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>Demonstrate understanding of the conventions of citing primary and secondary source material.</p> <p>Evaluate and incorporate reference documents into researched papers.</p>
(C) use writing to organize and support what is known and what needs to be learned about a topic;				√	<p>Construct essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p> <p>Write in both formal and informal contexts to gain authority and learn to take risks in writing.</p>
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;	√	√	√		<p>Apply effective writing strategies and techniques.</p> <p>Analyze images as text.</p> <p>Evaluate and incorporate reference documents into researched papers.</p>
(D) compile information from primary and secondary sources using available technology;				√	<p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Apply effective writing strategies and techniques.</p> <p>Demonstrate understanding of the conventions of citing primary and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					secondary source material.  Evaluate and incorporate reference documents into researched papers.
(E) use writing as a study tool to clarify and remember information;	√	√	√		Apply effective writing strategies and techniques.
(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;				√	Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).  Produce projects that call on evaluation of the legitimacy and purpose of sources used.  Formulate varied, informed arguments.  Consider each source as a text that was itself written for a particular audience and purpose.  Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.  Apply effective writing strategies and techniques.
(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and	√	√	√		Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.  Produce projects that call on evaluation of the legitimacy and purpose of sources used.  Formulate varied, informed arguments.

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Evaluate and incorporate reference documents into researched papers.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(F) link related information and ideas from a variety of sources;				√	<p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(G) analyze strategies that writers in different fields use to	√	√	√		Identify and practice writers' strategies.

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
compose; (G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and				√	<p>Write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Evaluate and incorporate reference documents into researched papers.</p>
(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.				√	<p>Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>Write thoughtfully and reflectively about composition process.</p>
<b>(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>					
(A) evaluate writing for both mechanics and content; and	√	√	√		<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					develop stylistic maturity in writing.  Demonstrate understanding and mastery of standard written English as well as stylistic maturity.
(B) respond productively to peer review of his/her own work.	√	√	√		Write thoughtfully and reflectively about composition process.
<b>(5) Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The student is expected to:</b>					
(A) analyze strategies that writers in different fields use to compose;				√	Apply effective writing strategies and techniques.  Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.  Reflect on the social and historical values a work reflects and embodies.
(B) correspond with other writers electronically and in conventional ways;				√	Write in both formal and informal contexts to gain authority and learn to take risks in writing.  Write for a variety of purposes.
(C) collaborate with other writers; and				√	Produce imitation exercises, journals, collaborative writing, and in-class responses.  Write thoughtfully and reflectively about composition process.
(D) recognize how writers represent and reveal their cultures and traditions in texts.				√	Reflect on the social and historical values a work reflects and embodies.  Write to evaluate through the use of judgments about a work's artistry,

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					and explore a work's underlying social and cultural values through analysis, interpretation, and argument.
<b>(6) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:</b>					
(A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;				√	<p>Reflect on the link between grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Establish connections among observations.</p>
(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and				√	<p>Apply effective writing strategies and techniques.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p>
(C) accumulate and review					Reflect on the link between

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.				√	<p>grammar and style.</p> <p>Enhance ability to use grammatical conventions appropriately and develop stylistic maturity in writing.</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity.</p> <p>Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and reviewing.</p> <p>Write thoughtfully and reflectively about composition process.</p>
<b>READING</b>					
<b>(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.[Eng.2&amp;3-The student acquires an extensive vocabulary through reading and systematic word study.] The student is expected to:</b>					
(A) expand vocabulary through wide reading, listening, and discussion;	√	√	√		Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;	√	√			Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and			√		Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.

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<b>Texas Essential Knowledge and Skills</b>	<b>Eng I</b>	<b>Eng II</b>	<b>Eng III</b>	<b>Eng IV</b>	<b>Advanced Placement Program** Goals and Expectations</b>
technical vocabulary;					
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;	√	√	√		Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(D) research word origins, including Anglo-Saxon, Latin, and Greek words;	√				Develop a wide-ranging vocabulary used appropriately and effectively.
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;		√	√		Develop a wide-ranging vocabulary used appropriately and effectively.
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage; and	√	√	√		Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).  Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation.	√				Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).  Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and		√	√		Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(G) read and understand analogies.		√	√		
<b>(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</b>					
(A) establish a purpose for					Examine a variety of writers to

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reading such as to discover, interpret, and enjoy;	√	√			examine the wealth of approaches to subject and audience that such writers display.
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;			√		Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.
(B) draw upon his/her own background to provide connection with texts;	√	√	√		Make careful observations of textual detail.  Establish connections among observations.
(C) monitor his/her own reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;	√	√	√		
(D) construct images such as graphic organizers based on text descriptions and text structures;	√	√	√		Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.  Analyze images as text.
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;	√	√	√		Read to become aware of how stylistic effects are achieved by writers' linguistic choices.  Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.  Read closely from the following perspectives: <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature –</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</p> <ul style="list-style-type: none"> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.</p>
(F) identify main ideas and their supporting details;	√				Make careful observations of textual detail.
(F) produce summaries of texts by identifying main ideas and their supporting details;		√	√		<p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.</p>
(G) summarize texts;	√				Make careful observations of textual

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;		√	√		<p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;	√				<p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(H) use study strategies such as skimming and scanning,		√	√		Read closely from the following perspectives:

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
note taking, outlining, and using study-guide questions to better understand texts; and					<ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>
(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and	√				<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>
(I) read silently with comprehension for a sustained period of time;		√	√		Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
(J) read silently with comprehension for a sustained period of time.	√				Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					meaning is embodied in literary form.
<b>(7) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:</b>					
(A) expand vocabulary through wide reading, listening, and discussing;				√	Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;				√	Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend;				√	Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on English language;				√	Develop a wide-ranging vocabulary used appropriately and effectively.
(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;				√	Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).  Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and				√	Develop a wide-ranging vocabulary used appropriately and effectively, with denotative and connotative resourcefulness.
(G) read and understand analogies.				√	

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
<p><b>(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world [Eng.3-American] literature. The student is expected to:</b></p>					
<p>(A) read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing;</p>	√	√	√		<p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>through close reading to arrive at an understanding of their multiple meanings.</p> <ul style="list-style-type: none"> <li>Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;	√	√	√		<p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>Experience of literature – the</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</p> <ul style="list-style-type: none"> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(C) read world literature, including classic and contemporary works; and	√	√			<p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(C) read American and other world literature, including classic and contemporary works; and			√		<p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p>

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					<p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Create essays that balance generalization with specific illustrative detail.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary</p>

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(D) interpret the possible influences of the historical context on a literary work.	√	√	√		<p>form.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>their social and cultural values.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
<b>(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</b>					
(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;				√	
(B) draw upon his/her own background to provide connection to texts;				√	<p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p>
(C) monitor his/her own reading strategies and modify when necessary;				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p>

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					<p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
(D) construct images such as graphic organizers based on text descriptions and text structures;				√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Analyze images as text.</p>
(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;				√	<p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(F) produce summaries of texts by identifying main idea and supporting detail;				√	<p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p>
(G) draw inferences and support them with textual evidence and experience;				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>

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					<p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and				√	
(I) read silently with comprehension for a sustained period of time.				√	Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
<b>(9) Reading/culture. The student reads widely, including world literature[Eng.3-American], to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:</b>					
(A) recognize distinctive and shared characteristics of cultures through reading; and	√	√	√		Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p>
(B) compare text events with his/her own and other readers' experiences.	√	√	√		<p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and embodies.</p> <p>Establish connections among observations.</p>
<b>(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources including British literature, in increasingly demanding texts. The student is expected to:</b>					
(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to				√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
discover models to use in his/her own writing;					<p>writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p>
(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p>
(C) read British and other literature, including classic and contemporary works; and				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p>

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					<p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p>
(D) interpret the possible influences of the historical context on a literary work.				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p>

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					Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.
<b>(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</b>					
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations;	√				<p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;		√			<p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>

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					<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<p>(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, enactments, and graphic displays;</p>			√		<p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<p>(B) use elements of text to defend his/her own responses and interpretations; and</p> <p>(B) use elements of text to defend, clarify, and negotiate responses and interpretations; and</p>	√	√	√		<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(C) compare reviews of literature, film, and performance with his/her own responses;	√	√			<p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(C) analyze written reviews of literature, film, and performance to compare with his/her own responses.			√		<p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Study, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<b>(10) Reading/culture. The student reads widely, including British literature to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:</b>					
(A) recognize distinctive and shared characteristics of cultures through reading;				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(B) compare text events with his/her own and other readers' experiences; and				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p>

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					<p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(C) recognize and discuss themes and connections that cross cultures.				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
<b>(11) Reading/literary concepts. The student analyzes literary elements for</b>					

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
<b>their contributions to meaning in literary texts. The student is expected to:</b>					
(A) recognize the theme (general observation about life or human nature) within a text;	√				Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;		√			Underscore the commonalities and distinctive elements of evocative literary language.  Make careful observations of textual detail.
(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts;			√		Underscore the commonalities and distinctive elements of evocative literary language.  Make careful observations of textual detail.
(B) analyze relevance of setting and time frame to text's meaning;	√	√	√		Underscore the commonalities and distinctive elements of evocative literary language.  Make careful observations of textual detail.
(C) analyze characters and identify time and point of view;	√				Read closely from the following perspectives: <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>their social and cultural values.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;		√	√		<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					distinctive elements of evocative literary language.  Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.  Make careful observations of textual detail.
(D) identify basic conflicts;	√				Underscore the commonalities and distinctive elements of evocative literary language.  Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.  Make careful observations of textual detail.
(D) analyze the melodies of literary language, including its use of evocative words and rhythms;		√	√		Read closely from the following perspectives: <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> Underscore the commonalities and

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
(E) analyze the development of plot in narrative text;	√				<p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
(E) connect literature to historical contexts, current events, and his/her own experiences;		√	√		<p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Gain awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.</p> <p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Reflect on the social and historical values a work reflects and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>embodies.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(F) recognize and interpret important symbols;	√				<p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Make careful observations of textual detail.</p>
(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.		√	√		<p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(G) recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning; and	√				<p>detail.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Write to evaluate through the use of judgments about a work's artistry, and explore a work's underlying social and cultural values through analysis, interpretation, and argument.</p> <p>Make careful observations of textual detail.</p>
(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	√				<p>Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.</p> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
<b>(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:</b>					
(A) respond to informational					Read to become aware of how

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;				√	<p>stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(B) use elements of text to defend, clarify, and negotiate				√	Read to become aware of how stylistic effects are achieved by

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
responses and interpretations;					<p>writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Accompany reading with thoughtful discussion and writing about works in the company of one's fellow students.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion.</p>
(C) analyze written reviews of literature, film and performance to compare with his/her own responses; and				√	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(D) evaluate text through critical analysis.				√	<p>Establish connections among observations.</p> <p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion.</p>
<b>(12) Reading/analysis/evaluation. The student reads critically to evaluate texts [Eng. 2&amp;3-and the authority of sources]. The student is expected to:</b>					
(A) analyze characteristics of text, including its structure, word choices, and intended audience;	√				<p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of</p>

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					<p>rhetorical strategies and techniques.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;		√	√		<p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(B) evaluate the credibility of information sources and determine the writer's motives;	√				<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and		√	√		<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(C) analyze text to evaluate the					Read primary and secondary

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
logical argument and to determine the mode of reasoning used such as induction and deduction; and	√				<p>source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.		√	√		<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					conclusion about a piece of writing's meaning and value.
(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.	√				<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<b>(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:</b>					
(A) compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> </ul>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<ul style="list-style-type: none"> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p> <p>Make careful observations of textual detail.</p>
(B) propose and provide examples of themes that cross texts;				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly,</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(C) analyze relevance of setting and time frame to text's meaning;				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
(D) describe the development of plot and identify conflicts and how they are addressed and resolved;				√	<p>meaning is embodied in literary form.</p> <p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(E) analyze the melodies of literary language, including its use of evocative words and rhythms;				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> </ul>

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					<ul style="list-style-type: none"> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
(F) connect literature to historical contexts, current events and his/her own experiences;				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul>

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					<p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.</p>
<p>(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</p>				√	<p>Read closely from the following perspectives:</p> <ul style="list-style-type: none"> <li>• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.</li> <li>• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.</li> <li>• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.</li> </ul> <p>Increase ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.</p> <p>Underscore the commonalities and distinctive elements of evocative literary language.</p> <p>Read deliberately and thoroughly, taking time to understand a work's</p>

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					complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
<b>(13) Reading/inquiry/ research. The student reads in order to research self-selected and assigned topics. The student is expected to:</b>					
(A) generate relevant, interesting, and researchable questions;	√	√	√		<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Make careful observations of textual</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;	√				<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>
(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;		√	√		<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>
(C) organize and convert information into different forms such as charts, graphs, and drawings;	√				<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Analyze images as text.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;		√	√		Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(D) adapt researched material for presentation to different audiences and for different purposes and cite sources completely; and	√				<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p>

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					<p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Demonstrate understanding of the conventions of citing primary and secondary source material.</p>
(D) produce reports and research projects in varying forms for audiences; and		√	√		<p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(E) draw conclusions from information gathered.	√	√	√		<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Conduct informed research and</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<p><b>(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b></p>					
<p>(A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;</p>				√	<p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility;				√	<p>meaning and value.</p> <p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Read to become aware of how stylistic effects are achieved by writers’ linguistic choices.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.</p>
(C) recognize logical, deceptive, and/or faulty modes of persuasion in text;				√	<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Examine a variety of writers to</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program <sup>**</sup> Goals and Expectations
					<p>examine the wealth of approaches to subject and audience that such writers display.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(D) apply modes of reasoning such as induction and deduction to think critically;				√	<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and				√	<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p>

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					<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.				√	<p>Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.</p> <p>Read to become aware of how stylistic effects are achieved by writers' linguistic choices.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.</p> <p>Apply effective writing strategies and techniques.</p>
<b>(14) Reading/inquiry/ research. The student uses reading and research skills to develop self-selected topics.</b>					

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
<p><b>The student is expected to:</b></p> <p>(A) generate relevant, interesting, and researchable questions;</p>				√	<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's</p>

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(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;				√	<p>meaning and value.</p> <p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;				√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p>
(D) evaluate the credibility of information sources and their appropriateness for varied				√	<p>Make careful observations of textual detail.</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
needs;					<p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;				√	<p>Use graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(F) produce research projects and reports in varying forms for audiences; and				√	<p>conclusion about a piece of writing's meaning and value.</p> <p>Produce projects that call on evaluation of the legitimacy and purpose of sources used.</p> <p>Formulate varied, informed arguments.</p> <p>Consider each source as a text that was itself written for a particular audience and purpose.</p> <p>Sort through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.</p> <p>Create and sustain arguments based on readings, research, and/or personal experience.</p>
(G) draw relevant questions for further study from the research findings or conclusions.				√	<p>Read primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors.</p> <p>Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.</p> <p>Conduct informed research and synthesize varied sources (to evaluate, cite, and utilize source materials).</p>

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
					<p>Make careful observations of textual detail.</p> <p>Establish connections among observations.</p> <p>Draw from connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.</p>
<b>LISTENING/SPEAKING</b>					
<b>(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:</b>					The AP English course description does not identify specific goals or expectations directly related to the listening/speaking or viewing/representing strands of the TEKS objectives.
(A) focus attention on the speaker's message;	√				
(A) focus attention, interpret, respond, and evaluate speaker's message; and		√			
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;			√		
(B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;	√				
(B) engage in critical, empathic, appreciative, and reflective listening.		√			
(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;			√		
(C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and	√				

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(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;			√		
(D) formulate and provide effective verbal and nonverbal feedback;	√				
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and			√		
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.			√		
<b>(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:</b>					
(A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances of scripts;	√	√			
(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;	√	√			
(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;	√	√			
(D) evaluate artistic performances of peers, public	√	√			

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presenters, and media presentations; and					
(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.	√	√			
<b>(15) Listening/speaking/ purposes. The student speaks clearly and effectively for a variety of purposes The student is expected to:</b>					
(A) use the conventions of oral language effectively;			√		
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;			√		
(C) communicate effectively in conversations and group discussions while problem solving, and planning;			√		
(D) use effective verbal and nonverbal strategies in presenting oral messages;			√		
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and			√		
(F) make relevant contributions in conversations and discussions.			√		
<b>(15) Listening/speaking/ critical listening. The student listens attentively for a variety of purposes. The student is expected to:</b>					
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;				√	
(B) use effective strategies for listening such as preparing for				√	

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listening, identifying the types of listening, and adopting appropriate strategies;					
(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;				√	
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and				√	
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.				√	
<b>(16) Listening/speaking/ purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:</b>					
(A) use the conventions of oral language effectively;	√	√			
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;	√	√			
(C) prepare, organize, and present a variety of informative messages effectively;	√				
(C) prepare, organize, and present a variety of informative and persuasive messages effectively with emphasis on persuasion;		√			
(D) use effective verbal and nonverbal strategies in presenting oral messages;	√	√			
(E) ask clear questions for a					

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
variety of purposes and respond appropriately to the questions of others; and	√	√			
(F) make relevant contributions in conversations and discussions.	√	√			
<b>(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:</b>					
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;			√		
(B) apply valid criteria to analyze, evaluate, and critique literary performances;			√		
(C) use praise and suggestions of others to improve his/her own communication; and			√		
(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language.			√		
<b>(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:</b>					
(A) use conventions of oral language effectively, including word choice, grammar, and diction;				√	
(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;				√	
(C) respond appropriately to the opinions and views of others;				√	
(D) adopt verbal and nonverbal strategies to accommodate				√	

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needs of the listener and occasion;					
(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;				√	
(F) make relevant contributions in conversations and discussions;				√	
(G) express and defend a point of view using precise language and appropriate detail; and				√	
(H) speak responsibly to present accurate, truthful, and ethical messages.				√	
<b>(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:</b>					
(A) present and advance a clear thesis and support the major thesis with logical points or arguments;	√				
(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;		√	√		
(A) present clear thesis statements and claims;				√	
(B) choose valid evidence, proofs, or examples to support points or claims;	√				
(B) choose valid proofs from reliable sources to support claims;		√	√		
(B) support major thesis with logical points or arguments;				√	
(C) use appropriate and effective appeals to support points, claims, and arguments;	√	√	√		
(C) choose valid evidence or proofs to support claims;				√	

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(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	√				
(D) use language and rhetorical strategies skillfully in informative and persuasive messages;		√	√		
(D) use effective appeals to support points, claims, or arguments;				√	
(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact;		√	√		
(E) use language and rhetorical strategies skillfully in informative and persuasive messages;				√	
(F) make informed, accurate, truthful, and ethical presentations.		√	√		
(F) analyze purpose, audience, and occasion to choose effective verbal and non-verbal strategies for presenting messages and performances;				√	
(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems;				√	
(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.				√	
<b>(18) Listening/speaking/ literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:</b>					

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays;	√				
(A) make interpretations of a variety of literary texts;		√	√		
(B) analyze purpose audience and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact;	√				
(B) justify the choice of verbal and non-verbal performance techniques by referring to the analysis and interpretations of the text;		√	√		
(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.		√	√		
<b>(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:</b>					
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages;				√	
(B) apply valid criteria to analyze, evaluate, and critique literary performances;				√	
(C) use praise and suggestions of others to improve his/her own communication; and				√	
(D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.				√	

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<b>(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:</b>					
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;	√	√	√	√	
(B) Analyze relationships, ideas, and cultures as represented in various media;	√	√	√	√	
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	√	√	√	√	
<b>(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:</b>					
(A) investigate the source of a media presentation or production such as who made it and why it was made;	√	√	√	√	
(B) deconstruct media to get the main idea of the message's content;	√	√	√	√	
(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;	√	√	√	√	
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;	√	√	√	√	
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each;	√	√	√	√	

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(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.	√	√	√	√	
<b>(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:</b>					
(A) examine the effect of media on constructing his/her own perception of reality;	√	√	√	√	
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;	√	√	√	√	
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;	√	√	√	√	
(D) create media products to include a billboard, cereal box, short editorial, and a three-minute documentary or print ad to engage specific audiences;	√				
(D) create media products to include a five-to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences;		√			
(D) create media products to include a seven-to ten-minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences;			√		

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Texas Essential Knowledge and Skills	Eng I	Eng II	Eng III	Eng IV	Advanced Placement Program** Goals and Expectations
(D) create media products to include a ten-to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences;				√	
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques, such as questionnaires, group discussions, and feedback forms.	√	√	√	√	

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