

**MIDLAND ISD**  
**ADVANCED PLACEMENT CURRICULUM STANDARDS**

	<b>ENGLISH LANGUAGE ARTS GRADE 7 – Pre-AP</b>	
<b>TEKS</b>	<b>COLLEGE BOARD</b>	<b>COLLEGE AND CAREER READINESS STDS</b>
<p><b>Reading</b> <b>(1) Reading/Fluency.</b> Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p> <p><b>(2) Reading/Vocabulary Development.</b> <b>(A)</b> Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. <b>(B)</b> Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words. <b>(C)</b> Complete analogies that describe part to whole or whole to part. <b>(D)</b> Identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>). <b>(E)</b> Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p><b>Reading</b> <b>STANDARD 1: Comprehension of Words, Sentences, and Components of Texts</b> <b>R1.1</b> Student comprehends the meaning of words and sentences. <b>R1.2</b> Student comprehends elements of literary texts. <b>R1.3</b> Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.</p> <p><b>STANDARD 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts</b> <b>R2.1</b> Student uses prior knowledge to comprehend and elaborate the meaning of texts. <b>R2.2</b> Student uses context to comprehend and elaborate the meaning of texts. <b>R2.3</b> Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p><b>STANDARD 3: Author’s Purpose, Audience, and Craft</b> <b>R3.1</b> Student rhetorically analyzes author’s</p>	<p><b>II. Reading</b> <b>II.A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.</b> <b>II.A.1.</b> Use effective reading strategies to determine a written work’s purpose and intended audience. <b>II.A.2.</b> Use text features and graphics to form an overview of informational texts and to determine where to locate information. <b>II.A.3.</b> Identify explicit and implicit textual information including main ideas and author’s purpose. <b>II.A.4.</b> Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. <b>II.A.5.</b> Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument. <b>II.A.6.</b> Analyze imagery in literary texts. <b>II.A.7.</b> Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers. <b>II.A.8.</b> Compare and analyze how generic features are used across texts.</p>

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<p><b>(3) Reading/Comprehension of Literary Text/Theme and Genre</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p><b>(A)</b> Describe multiple themes in a work of fiction. <b>(B)</b> Describe conventions in myths and epic tales (e.g., extended similie, the quest, the hero’s tasks, circle stories). <b>(C)</b> Analyze how place and time influence the theme or message of a literary work.</p> <p><b>(4) Reading/Comprehension of Literary Text/Poetry</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.</p>	<p>purpose, intended audience, and goals. <b>R3.2</b> Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style.</p> <p><b>STANDARD 4: Using Strategies to Comprehend Texts</b> <b>R4.1</b> Student uses strategies to prepare to read. <b>R4.2</b> Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. <b>R4.3</b> Student uses strategies to go beyond the text. <b>R4.4</b> Student uses strategies to organize, restructure, and synthesize text content. <b>R4.5</b> Student monitors comprehension and reading strategies throughout the reading process</p>	<p><b>II.A.9.</b> Identify and analyze the audience, purpose, and message of an informational or persuasive text. <b>II.A.10.</b> Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood. <b>II.A.11.</b> Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p><b>II.B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</b> <b>II.B.1.</b> Identify new words and concepts acquired through study of their relationships to other words and concepts acquired through study of their relationships to other words and concepts. <b>II.B.2.</b> Apply knowledge of roots and affixes to infer the meanings of new words. <b>II.B.3.</b> Use reference guides to confirm the Meanings of new words or concepts.</p> <p><b>II.C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</b> <b>II.C.1.</b> Read a wide variety of texts from</p>

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<p><b>(5) Reading/Comprehension of Literary Text/Drama</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright’s use of dialogue and stage directions.</p> <p><b>(6) Reading/Comprehension of Literary Text/Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(A)</b> Explain the influences of the setting on plot development  <b>(B)</b> Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts  <b>(C)</b> Analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.</p> <p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and</p>		<p>American, European, and world literatures.</p> <p><b>II.C.2.</b> Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p><b>II.C.3.</b> Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.</p> <p><b>II.C.4.</b> Analyze and compare the use of language in literary works from a variety of world cultures.</p> <p><b>II.D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.</b></p> <p><b>II.D.1.</b> Describe insights gained about oneself, others, or the world from reading specific texts  <b>II.D.2.</b> Analyze the influence of myths, folktales, Fables, and classical literature from a variety of world cultures on later literature and film.</p>

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<p>draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.</p> <p><b>(8) Reading/Comprehension of Literary Text/Sensory Language</b> Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.</p> <p><b>(9) Reading/Comprehension of Informational Text/Culture and History</b> Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an</p>		

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<p>expository text.</p> <p><b>(10) Reading/Comprehension of Informational Text/Expository Text</b>  <b>Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>  <b>(A)</b> Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.  <b>(B)</b> Distinguish factual claims from commonplace assertions and opinions.  <b>(C)</b> Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.  <b>(D)</b> Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.</p> <p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text</b>  <b>(A)</b> Analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument.</p>		

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<p>(B) Identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.</p> <p><b>(12) Reading/Comprehension of Information Text/Procedural Texts</b></p> <p>(A) Follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures.</p> <p>(B) Explain the function of the graphical components of a text.</p> <p><b>Media</b></p> <p><b>(13) Reading/Media Literacy</b></p> <p>(A) Interpret both explicit and implicit messages in various forms of media</p> <p>(B) Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.</p> <p>(C) Evaluate various ways media influences and informs audiences.</p> <p>(D) Assess the correct level of formality and tone for successful participation in various digital media.</p>	<p><b>Media</b></p> <p><b>STANDARD 1: Understanding the Nature of Media</b></p> <p><b>M1.1</b> Student understands the nature of media communication.</p> <p><b>STANDARD 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication</b></p> <p><b>M2.1</b> Student understands, interprets, analyzes, and evaluates media communication.</p> <p><b>STANDARD 3: Composing and Producing Media Communication</b></p> <p><b>M3.1</b> Student analyzes purpose, audience, and media channel when planning for a media communication.</p> <p><b>M3.2</b> Student develops and produces an informational or creative</p>	

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<p><b>Writing</b> <b>(14) Writing/Writing Process</b> <b>(A)</b> Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea <b>(B)</b> Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing <b>(C)</b> Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed <b>(D)</b> Edit drafts for grammar, mechanics, and spelling. <b>(E)</b> Revise final draft in response of feedback from peers and teacher and publish written work for appropriate audiences</p> <p><b>(15) Writing/Literary Texts.</b> <b>(A)</b> Write an imaginative story that</p>	<p><b>Writing</b> <b>STANDARD 1: Rhetorical Analysis and Planning</b> <b>W1.1</b> Student analyzes components of purpose, goals, audience, and genre.</p> <p><b>STANDARD 2: Generating Content</b> <b>W2.1</b> Student takes inventory of what he or she knows and needs to know. <b>W2.2</b> Student generates, selects, connects, and organizes information and ideas.</p> <p><b>STANDARD 3 : Drafting</b> <b>W3.1</b> Student generates text to develop points within the preliminary organizational structure. <b>W3.2</b> Student makes stylistic choices with language to achieve intended effects.</p> <p><b>STANDARD 4: Evaluating and Revising Texts</b> <b>W4.1</b> Student evaluates drafted text for development, organization, and focus. <b>W4.2</b> Student evaluates drafted text to determine the effectiveness of stylistic choices.</p> <p><b>STANDARD 5: Editing to Present Technically Sound Texts</b> <b>W5.1</b> Student edits for conventions of</p>	<p><b>Writing</b> <b>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</b> <b>1.A.1.</b> Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. <b>1.A.2.</b> Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. <b>1.A.3.</b> Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. <b>1.A.4.</b> Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. <b>1.A.5.</b> Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate</p>

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<p>(i) sustains reader interest.            (ii) includes well-paced action and an engaging story line.            (iii) creates a specific, believable setting through the use of sensory details.            (iv) develops interesting characters.            (v) uses a range of literary strategies and devices to enhance the style and tone.  <b>(B) Write a poem using</b>            (i) poetic techniques (e.g., rhyme scheme, meter).            (ii) figurative language (e.g., personification, idioms, hyperbole).            (iii) graphic elements (e.g., word position).</p> <p><b>(16) Writing</b>  <b>Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</b></p> <p><b>(17) Writing/Expository and Procedural Texts</b>  <b>(A) write a multi-paragraph essay to convey information about a topic that</b>            (i) presents effective introductions and concluding paragraphs;            (ii) contains a clearly stated purpose or controlling idea;</p>	<p>standard written English and usage.  <b>W5.2</b> Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.  <b>W5.3</b> Student edits for accuracy of citation and proper use of publishing guidelines.  <b>W5.4</b> Student prepares text for presentation/publication.</p>	

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<p>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</p> <p>(iv) accurately synthesizes ideas from several sources;</p> <p>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</p> <p>(B) Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.</p> <p>(C) Write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate.</p> <p>(D) Produce a multimedia presentation involving text and graphics using available technology.</p> <p><b>(18) Writing/Persuasive Texts</b></p> <p>(A) Establishes a clear thesis or position.</p> <p>(B) Considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments.</p> <p>(C) Includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.</p>		

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<p><b>(19) Oral and Written Conventions/Conventions</b>  <b>(A)</b> Identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:  <b>(i)</b> verbs (perfect and progressive tenses) and participles;  <b>(ii)</b> appositive phrases;  <b>(iii)</b> adverbial and adjectival phrases and clauses;  <b>(iv)</b> conjunctive adverbs (e.g., consequently, furthermore, indeed);  <b>(v)</b> prepositions and prepositional phrases and their influence on subject-verb agreement;  <b>(vi)</b> relative pronouns (e.g., whose, that, which);  <b>(vii)</b> subordinating conjunctions (e.g., because, since);  <b>(viii)</b> transitions for sentence to sentence or paragraph to paragraph coherence;  <b>(B)</b> Write complex sentences and differentiate between main versus subordinate clauses.  <b>(C)</b> Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>		

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<p><b>(20) Oral and Written Conventions/Handwriting Capitalization, and Punctuation.</b>  <b>(A)</b> Use conventions of capitalization.  <b>(B)</b> Recognize and use punctuation marks including:  <b>(i)</b> commas after introductory words, phrases, and clauses;  <b>(ii)</b> semicolons, colons, and hyphens;</p> <p><b>(21) Oral and Written Conventions/Spelling</b>  <b>Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</b></p> <p><b>Research</b>  <b>(22) Research/Research Plan</b>  <b>(A)</b> Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic  <b>(B)</b> Apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.</p> <p><b>(23) Research/Gathering Sources.</b>  <b>(A)</b> Follow the research plan to gather</p>		<p><b>V. Research</b>  <b>A. Formulate topic and questions.</b>  <b>1.</b> Formulate research questions.  <b>2.</b> Explore a research topic.  <b>3.</b> Refine research topic and devise a Timeline for completing work.  <b>B. Select information from a variety of sources.</b>  <b>1.</b> Gather relevant sources.  <b>2.</b> Evaluate the validity and reliability of sources.  <b>3.</b> Synthesize and organize information effectively.  <b>C. Produce and design a document.</b>  <b>1.</b> Design and present an effective product.  <b>2.</b> Use source material ethically.</p>

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<p>information from a range of relevant print and electronic sources using advanced search strategies</p> <p><b>(B)</b> Categorize information thematically in order to see the larger constructs inherent in the information</p> <p><b>(C)</b> Record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format</p> <p><b>(D)</b> Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources</p> <p><b>(24) Research/Synthesizing Information</b></p> <p><b>(A)</b> Narrow or broaden the major research question, if necessary, based on further research and investigation</p> <p><b>(B)</b> Utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.</p> <p><b>(25) Research/Organizing and Presenting Ideas</b></p> <p><b>(A)</b> Draws conclusions and summarizes or paraphrases the findings in a systematic way</p> <p><b>(B)</b> Marshals evidence to explain the topic and gives relevant reasons for conclusions</p> <p><b>(C)</b> Presents the finds in a meaningful format</p>		

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<p>(D) Follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.</p> <p><b>Listening and Speaking</b> <b>(26) Listening and Speaking/Listening</b> <b>(A)</b> Listen to and interpret a speaker’s purpose by expalining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims. <b>(B)</b> Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems. <b>(C)</b> Draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).</p> <p><b>(27) Listening and Speaking/Speaking.</b> <b>Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</b></p>	<p><b>Listening Standards</b> <b>STANDARD 1: Understanding the Communication Process</b> <b>L1.1</b> Student understands the transactional nature of the communication process.</p> <p><b>STANDARD 2: Managing Barriers to Listening</b> <b>L2.1</b> Student manages barriers to listening.</p> <p><b>STANDARD 3: Listening for Diverse Purposes</b> <b>L3.1</b> Student listens to comprehend. <b>L3.2</b> Student listens to evaluate. <b>L3.3</b> Student listens empathically.</p> <p><b>Speaking Standards</b> <b>STANDARD 1: Understanding the Communication Process</b> <b>S1.1</b> Student understands the transactional nature of the communication process.</p> <p><b>STANDARD 2: Speaking in Interpersonal Contexts</b> <b>S2.1</b> Student communicates in one-to-one contexts. <b>S2.2</b> Student plans for and participates in group discussion.</p>	<p><b>IV. Listening</b> <b>A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</b> <b>1.</b> Analyze and evaluate the effectiveness of a public presentation. <b>2.</b> Interpret a speaker’s message; identify the position taken and the evidence in support of that position. <b>3.</b> Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).</p> <p><b>B. Listen effectively in informal and formal situations.</b> <b>1.</b> Listen critically and respond appropriately to presentations. <b>2.</b> Listen actively and effectively in one-on-one communication situations. <b>3.</b> Listen actively and effectively in group discussions.</p>

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<p><b>(28) Listening and Speaking/Teamwork</b> Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p><b>STANDARD 3: Preparing and Delivering Presentations</b>  <b>S3.1</b> Student analyzes purpose, audience, and context when planning a presentation or performance.  <b>S3.2</b> Student gathers and organizes content to achieve purposes for a presentation or performance.  <b>S3.3</b> Student rehearses and revises.  <b>S3.4</b> Student presents, monitors audience engagement, and adapts delivery.</p>	<p><b>III. Speaking</b>  <b>A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).</b>  <b>1.</b> Understand how style and content of spoken language varies in different context and influences the listener’s understanding.  <b>2.</b> Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.  <b>B. Develop effective speaking styles for both group and one-on-one situations.</b>  <b>1.</b> Participate actively and effectively in one-on-one oral communication situations.  <b>2.</b> Participate actively and effectively in group discussions.  <b>3.</b> Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p>