MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English I	
TEKS	**COLLEGE BOARD**	**COLLEGE AND CAREER READINESS STDS**
Reading	**Reading**	**II. Reading**
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	**STANDARD 1: Comprehension of Words, Sentences, and Components of Texts**	**ll.A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.**
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	**R1.1** Student comprehends the meaning of words and sentences.	**II.A.1.** Use effective reading strategies to determine a written work's purpose and intended audience.
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	**R1.2** Student comprehends elements of literary texts.	**II.A.2**. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
(C) produce analogies that describe a function of an object or its description;	**R1.3** Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.	**II.A.3**. Identify explicit and implicit textual information including main ideas and author's purpose.
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*); and		**II.A.4**. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	**STANDARD 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts:**	**II.A.5.** 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.
	R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts.	**II.A.6**. Analyze imagery in literary texts.
	R2.2 Student uses context to comprehend and elaborate the meaning of texts.	**II.A.7**. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
	R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	**II.A.8.** Compare and analyze how generic features are used across texts.
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze,	**STANDARD 3: Author's Purpose, Audience, and Craft**	
	R3.1 Student rhetorically analyzes author's	

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make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) analyze how the genre of texts with similar themes shapes meaning; (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and (C) relate the figurative language of a literary work to its historical and cultural setting. (3) **Reading/Comprehension of Literary Text/Poetry.** **Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.** (4) **Reading/Comprehension of Literary Text/Drama.** **Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from**	purpose, intended audience, and goals. R3.2 Student interprets, analyzes, and critiques author's use of literary and rhetorical devices, language, and style. **STANDARD 4: Using Strategies to Comprehend Texts** R4.1 Student uses strategies to prepare to read. R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. R4.3 Student uses strategies to go beyond the text. R4.4 Student uses strategies to organize, restructure, and synthesize text content. R4.5 Student monitors comprehension and reading strategies throughout the reading process	**II.A.9**. Identify and analyze the audience, purpose, and message of an informational or persuasive text. **II.A.10**. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood. **II.A.11**. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme. **II.B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.** **II.B.1**. 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. **II.B.2.** Apply knowledge of roots and affixes to infer the meanings of new words. **II.B.3.** Use reference guides to confirm the Meanings of new words or concepts. **II.C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.** **II.C.1**. Read a wide variety of texts from

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text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text. **(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:** **(A)** analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development; **(B)** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; **(C)** analyze the way in which a work of fiction is shaped by the narrator's point of view; and **(D)** demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature. **(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural**		American, European, and world literatures. **II.C.2.** Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. **II.C.3.** Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written. **II.C.4.** Analyze and compare the use of language in literary works from a variety of world cultures. **II.D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.** **II.D.1.** Describe insights gained about oneself, others, or the world from reading specific texts **II.D.2.** Analyze the influence of myths, folktales, Fables, and classical literature from a variety of world cultures on later literature and film.

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patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event. (7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works. (8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.		

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(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: **(A)** summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion; **(B)** differentiate between opinions that are substantiated and unsubstantiated in the text; **(C)** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and **(D)** synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. **(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:** **(A)** analyze the relevance, quality, and credibility of evidence given to support or		

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oppose an argument for a specific audience; and **(B)** analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. **(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:** **(A)** analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and **(B)** analyze factual, quantitative, or technical data presented in multiple graphical sources. **Media** **(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:** **(A)** compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	**Media:** **STANDARD 1: Understanding the Nature of Media** **M1.1** Student understands the nature of media communication. **STANDARD 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication** **M2.1** Student understands, interprets, analyzes, and evaluates media communication. **STANDARD 3: Composing and Producing Media Communication** **M3.1** Student analyzes purpose, audience, and media channel when planning for a media communication. **M3.2** Student develops and produces an informational or creative media communication. **M3.3** Student evaluates and revises a media communication.	

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(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); **(C)** compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and **(D)** evaluate changes in formality and tone within the same medium for specific audiences and purposes. **Writing** **(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:** **(A)** plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; **(B)** structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	**Writing** **STANDARD 1: Rhetorical Analysis and Planning** **W1.1** Student analyzes components of purpose, goals, audience, and genre. **STANDARD 2: Generating Content** **W2.1** Student takes inventory of what he or she knows and needs to know. **W2.2** Student generates, selects, connects, and organizes information and ideas. **STANDARD 3 : Drafting** **W3.1** Student generates text to develop points within the preliminary organizational structure. **W3.2** Student makes stylistic choices with language to achieve intended effects. **STANDARD 4: Evaluating and Revising Texts** **W4.1** Student evaluates drafted text for development, organization, and focus. **W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices. **STANDARD 5: Editing to Present Technically Sound Texts** **W5.1** Student edits for conventions of	**I. Writing** **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.** **1.A.1.** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. **1.A.2.** Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. **1.A.3.** Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. **1.A.4.** 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. **1.A.5.** Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

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(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; **(D)** edit drafts for grammar, mechanics, and spelling; and **(E)** revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. **(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:** **(A)** write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot; **(B)** write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and **(C)** write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	standard written English and usage. **W5.2** Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation. **W5.3** Student edits for accuracy of citation and proper use of publishing guidelines. **W5.4** Student prepares text for presentation/publication.	**I. Writing** **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.** **1.A.1.** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. **1.A.2.** Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. **1.A.3.** Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. **1.A.4.** 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. **1.A.5.** Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

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(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: **(A)** write an analytical essay of sufficient length that includes: **(i)** effective introductory and concluding paragraphs and a variety of sentence structures; **(ii)** rhetorical devices, and transitions between paragraphs; **(iii)** a controlling idea or thesis; **(iv)** an organizing structure appropriate to purpose, audience, and context; and **(v)** relevant information and valid inferences; **(B)** write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: **(i)** organized and accurately conveyed information; and **(ii)** reader-friendly formatting techniques; **(C)** write an interpretative response to an expository or a literary text (e.g., essay or review) that: **(i)** extends beyond a summary and literal analysis; **(ii)** addresses the writing skills for an analytical		**I. Writing** **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.** **1.A.1.** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. **1.A.2.** Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. **1.A.3.** Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. **1.A.4.** 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. **1.A.5.** Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

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essay and provides evidence from the text using embedded quotations; and **(iii)** analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; and **(D)** produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. **(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:** (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence; **(B)** consideration of the whole range of information and views on the topic and accurate and honest representation of these views; **(C)** counter-arguments based on evidence to anticipate and address objections; **(D)** an organizing structure appropriate to the purpose, audience, and context; and		**I. Writing** **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.** **1.A.1.** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. **1.A.2.** Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. **1.A.3.** Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. **1.A.4.** 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. **1.A.5.** Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

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(E) an analysis of the relative value of specific data, facts, and ideas. **(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:** **(A)** use and understand the function of the following parts of speech in the context of reading, writing, and speaking: **(i)** more complex active and passive tenses and verbals (gerunds, infinitives, participles); **(ii)** restrictive and nonrestrictive relative clauses; and **(iii)** reciprocal pronouns (e.g., each other, one another); **(B)** identify and use the subjunctive mood to express doubts, wishes, and possibilities; and **(C)** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). **(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation**		**I. Writing** **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.** **1.A.1.** Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. **1.A.2.** Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. **1.A.3.** Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis. **1.A.4.** 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. **1.A.5.** Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

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conventions in their compositions. Students are expected to: **(A)** use conventions of capitalization; and **(B)** use correct punctuation marks including: **(i)** quotation marks to indicate sarcasm or irony; **(ii)** comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (**iii**) dashes to emphasize parenthetical information. **(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.** **Research** **(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:** **(A)** brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and **(B)** formulate a plan for engaging in research on a complex, multi-faceted topic.		**V. Research** **A. Formulate topic and questions.** **1.** Formulate research questions. **2.** Explore a research topic. **3.** Refine research topic and devise a Timeline for completing work. **B. Select information from a variety of sources.** **1.** Gather relevant sources. **2.** Evaluate the validity and reliability of sources. **3.** Synthesize and organize information effectively. **C. Produce and design a document.** **1.** Design and present an effective product. **2.** Use source material ethically.

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(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: **(A)** follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; **(B)** organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and **(C)** paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). **(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:** **(A)** modify the major research question as necessary to refocus the research plan; **(B)** evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and		**V. Research** **A. Formulate topic and questions.** **1.** Formulate research questions. **2.** Explore a research topic. **3.** Refine research topic and devise a Timeline for completing work. **B. Select information from a variety of sources.** **1.** Gather relevant sources. **2.** Evaluate the validity and reliability of sources. **3.** Synthesize and organize information effectively. **C. Produce and design a document.** **1.** Design and present an effective product. **2.** Use source material ethically.

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(C) critique the research process at each step to implement changes as the need occurs and is identified. **(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:** **(A)** marshals evidence in support of a clear thesis statement and related claims; **(B)** provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; **(C)** uses graphics and illustrations to help explain concepts where appropriate; **(D)** uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and **(E)** uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.		

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Listening and Speaking	**Listening Standards**	**IV. Listening**
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	**STANDARD 1: Understanding the Communication Process**	**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).**
(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration;	**L1.1** Student understands the transactional nature of the communication process.	**1.** Analyze and evaluate the effectiveness of a public presentation.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	**STANDARD 2: Managing Barriers to Listening** **L2.1** Student manages barriers to listening.	**2.** Interpret a speaker's message; identify the position taken and the evidence in support of that position.
(C) evaluate the effectiveness of a speaker's main and supporting ideas.	**STANDARD 3: Listening for Diverse Purposes** **L3.1** Student listens to comprehend. **L3.2** Student listens to evaluate. **L3.3** Student listens empathically.	**3.** 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).
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of	**Speaking Standards** **STANDARD 1: Understanding the Communication Process** **S1.1** Student understands the transactional nature of the communication process. **STANDARD 2: Speaking in Interpersonal Contexts** **S2.1** Student communicates in one-to-one contexts. **S2.2** Student plans for and participates in group discussion.	**B. Listen effectively in informal and formal situations.** **1.** Listen critically and respond appropriately to presentations. **2.** Listen actively and effectively in one-on-one communication situations. **3.** Listen actively and effectively in group discussions.

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language to communicate ideas effectively. **(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.**	**STANDARD 3: Preparing and Delivering Presentations** **S3.1** Student analyzes purpose, audience, and context when planning a presentation or performance. **S3.2** Student gathers and organizes content to achieve purposes for a presentation or performance. **S3.3** Student rehearses and revises. **S3.4** Student presents, monitors audience engagement, and adapts delivery.	**III. Speaking** **A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).** **1.** Understand how style and content of spoken language varies in different context and influences the listener's understanding. **2.** Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes. **B. Develop effective speaking styles for both group and one-on-one situations.** **1.** Participate actively and effectively in one-on-one oral communication situations. **2.** Participate actively and effectively in group discussions. **3.** Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.