

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

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

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast differences in similar themes expressed in different time periods;</p> <p>(B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and</p> <p>(C) relate the figurative language of a literary work to its historical and cultural setting.</p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.</p> <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the</p>	<p>purpose, intended audience, and goals.</p> <p>R3.2 Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style.</p> <p>STANDARD 4: Using Strategies to Comprehend Texts</p> <p>R4.1 Student uses strategies to prepare to read.</p> <p>R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.</p> <p>R4.3 Student uses strategies to go beyond the text.</p> <p>R4.4 Student uses strategies to organize, restructure, and synthesize text content.</p> <p>R4.5 Student monitors comprehension and reading strategies throughout the reading process</p>	<p>II.A.9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.</p> <p>II.A.10. Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood.</p> <p>II.A.11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>II.B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</p> <p>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.</p> <p>II.B.2. Apply knowledge of roots and affixes to infer the meanings of new words.</p> <p>II.B.3. Use reference guides to confirm the Meanings of new words or concepts.</p> <p>II.C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</p> <p>II.C.1. Read a wide variety of texts from</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.</p> <p>(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:</p> <p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p> <p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p> <p>(C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and</p> <p>(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw</p>		<p>American, European, and world literatures.</p> <p>II.C.2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>II.C.3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.</p> <p>II.C.4. Analyze and compare the use of language in literary works from a variety of world cultures.</p> <p>II.D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.</p> <p>II.D.1. Describe insights gained about oneself, others, or the world from reading specific texts</p> <p>II.D.2. Analyze the influence of myths, folktales, Fables, and classical literature from a variety of world cultures on later literature and film.</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most</p>		

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>important details and the less important details.</p> <p>(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:</p> <p>(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;</p> <p>(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(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.</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw</p>		

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</p> <p>(B) analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p> <p>(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:</p> <p>(A) evaluate text for the clarity of its graphics and its visual appeal; and</p> <p>(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p> <p>Media</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in</p>	<p>Media</p> <p>STANDARD 1: Understanding the Nature of Media</p> <p>M1.1 Student understands the nature of media communication.</p> <p>STANDARD 2: Understanding, Interpreting, Analyzing, and Evaluating Media Communication</p> <p>M2.1 Student understands, interprets, analyzes, and evaluates media communication.</p> <p>STANDARD 3: Composing and Producing Media Communication</p> <p>M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication.</p> <p>M3.2 Student develops and produces an informational or creative media communication.</p> <p>M3.3 Student evaluates and revises a media communication.</p>	

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);</p> <p>(C) examine how individual perception or bias in coverage of the same event influences the audience; and</p> <p>(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p>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:</p> <p>(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</p>	<p>Writing STANDARD 1: Rhetorical Analysis and Planning W1.1 Student analyzes components of purpose, goals, audience, and genre.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>STANDARD 5: Editing to Present Technically Sound Texts W5.1 Student edits for conventions of</p>	<p>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.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>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.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>or controlling idea; (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning; (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>(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:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that</p>	<p>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.</p>	<p>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.</p> <p>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</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>define the mood or tone; (B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.</p> <p>(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:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <ul style="list-style-type: none"> (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a thesis or controlling idea; (iv) an organizing structure appropriate to purpose, audience, and context; (v) relevant evidence and well-chosen details; and (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement; 		<p>Writing</p> <p>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.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>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.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate</p>

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:</p> <p>(i) organized and accurately conveyed information;</p> <p>(ii) reader-friendly formatting techniques; and</p> <p>(iii) anticipation of readers' questions;</p> <p>(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:</p> <p>(i) extends beyond a summary and literal analysis;</p> <p>(ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and</p> <p>(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.</p> <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific</p>	<p>Writing</p> <p>STANDARD 1: Rhetorical Analysis and Planning</p> <p>W1.1 Student analyzes components of purpose, goals, audience, and genre.</p> <p>STANDARD 2: Generating Content</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know.</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas.</p> <p>STANDARD 3 : Drafting</p> <p>W3.1 Student generates text to develop points within the preliminary organizational structure.</p> <p>W3.2 Student makes stylistic choices with language to achieve intended effects.</p> <p>STANDARD 4: Evaluating and Revising Texts</p> <p>W4.1 Student evaluates drafted text for development, organization, and focus.</p> <p>W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices.</p> <p>STANDARD 5: Editing to Present Technically Sound Texts</p> <p>W5.1 Student edits for conventions of</p>	<p>Writing</p> <p>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.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>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.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p> <p>(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p> <p>(C) counter-arguments based on evidence to anticipate and address objections;</p> <p>(D) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(E) an analysis of the relative value of specific data, facts, and ideas; and</p> <p>(F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p> <p>(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:</p> <p>(A) use and understand the function of the</p>	<p>standard written English and usage.</p> <p>W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.</p> <p>W5.3 Student edits for accuracy of citation and proper use of publishing guidelines.</p> <p>W5.4 Student prepares text for presentation/publication.</p>	<p>Writing</p> <p>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.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>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.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> (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); <p>(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and</p> <p>(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <ul style="list-style-type: none"> (A) use conventions of capitalization; and (B) use correct punctuation marks including: <ul style="list-style-type: none"> (i) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; (ii) quotation marks to indicate sarcasm or irony; and (iii) dashes to emphasize parenthetical information. 		

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>(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.</p> <p>Research</p> <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) formulate a plan for engaging in research on a complex, multi-faceted topic.</p> <p>(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:</p> <p>(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;</p> <p>(B) organize information gathered from</p>		<p>V. Research</p> <p>A. Formulate topic and questions.</p> <ol style="list-style-type: none"> 1. Formulate research questions. 2. Explore a research topic. 3. Refine research topic and devise a Timeline for completing work. <p>B. Select information from a variety of sources.</p> <ol style="list-style-type: none"> 1. Gather relevant sources. 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively. <p>C. Produce and design a document.</p> <ol style="list-style-type: none"> 1. Design and present an effective product. 2. Use source material ethically.

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>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).</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan; (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and (C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p>(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:</p>		<p>V. Research</p> <p>A. Formulate topic and questions.</p> <ol style="list-style-type: none"> 1. Formulate research questions. 2. Explore a research topic. 3. Refine research topic and devise a Timeline for completing work. <p>B. Select information from a variety of sources.</p> <ol style="list-style-type: none"> 1. Gather relevant sources. 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively. <p>C. Produce and design a document.</p> <ol style="list-style-type: none"> 1. Design and present an effective product. 2. Use source material ethically.

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>(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., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials.</p> <p>Listening and Speaking 24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; (B) follow and give complex oral instructions to</p>	<p>Listening Standards STANDARD 1: Understanding the Communication Process L1.1 Student understands the transactional nature of the communication process.</p> <p>STANDARD 2: Managing Barriers to Listening L2.1 Student manages barriers to listening.</p> <p>STANDARD 3: Listening for Diverse Purposes L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically.</p> <p>Speaking Standards STANDARD 1: Understanding the Communication Process S1.1 Student understands the transactional nature of the communication process.</p> <p>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.</p>	

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>perform specific tasks, answer questions, solve problems, and complete processes; and (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>(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.</p>	<p>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.</p>	<p>IV. Listening 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). 1. Analyze and evaluate the effectiveness of a public presentation. 2. Interpret a speaker’s message; identify the position taken and the evidence in support of that position. 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). 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.</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

	ENGLISH LANGUAGE ARTS and READING – Pre-AP English II	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
		<p>III. Speaking</p> <p>A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).</p> <p>1. Understand how style and content of spoken language varies in different context and influences the listener’s understanding.</p> <p>2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.</p> <p>B. Develop effective speaking styles for both group and one-on-one situations.</p> <p>1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>2. Participate actively and effectively in group discussions.</p> <p>3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p>