

COMPARISON OF TEKS REQUIREMENTS ACROSS HIGH SCHOOL GRADE LEVELS

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	1	2	3	4
Intro	Plan, draft, complete, edit, produce final, error-free(!) draft Write All (!) forms Emphasis: logical arguments (definitions, theses, evidence) Persuade, report, describe Read multiple genres, world lit (oriental, classical Gk, Euro, Af, SA, NA) → Periods	Persuasive (resp to lit, reflective, autobio) → →	Business (report, memo, procedure, summary) Am lit & world Periods (pre-colony, col, rev, rom & ideal, reali & naturalism, early 20 th , Late 20 th)	Lose All Business, personal, lit, persuasive Brit and world OE, med, Ren, 17, 18, romantic, Vict, mod, p-mod
WRITE	Learn lit forms & terms Interpret historical context Forms: bus, pers, lit, pers (like intro 4) → Emphasis Various audiences, purposes A - word choice, structure, sentence forms -organizing log argu (definitions, theses, evidence) -persuade, report, describe -(poems, plays, stories) → B - voice & style -match audience & purpose → → C - organize ideas (coherence, logical progression, support)	Emphasis persuasive (logical argu, express opinion) Emphasis personal (resp to lit, reflect, autobio) Emphasis lit (poems, plays, stories)	Emphasis: Business report, memo, procedure, summary, resume)	Emphasis: lit (fxn, poem, drama, media scripts) Distinguishing characteristics (essays, sci reports, speeches, memoranda) Employ lit devices for style & voice Precise Lang (clear & concise)
Process	Recursive when appropriate A - Prewriting (for ideas, voice, plan) B - Drafts (alone & collaboratively) -organizing & reorganizing content -refining style (occasion, audience, purpose) C - Proofread (organization, content, style, conventions) D - Refine selected pieces to publish E - Use Technology (create, revise, edit, publish)			Drafts: + paragraphing & outlining + Use vocab, organization, rhet devices appropriate to audience/purpose + varied sentence structure + rethinking content, org, style to accomplish task + sequences & transitions Lose proofread (!)
Grammar Usage	Relies increasingly on conventions (grammar, usage) A - legible (spelling, punct, cap, ital, ellipses)		+ style manual	

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<p>Conventions Spelling</p>	<p>B – (S-V aggt, pm-antecedent aggt, verb forms, parallelism) C – (gerunds, participles, infinitives) D – error free final draft (!)</p>			<p>Writing = learning + research tool</p>
<p>Inquiry Research</p>	<p>Writing = learning tool A - form Q's, refine topics, clarify ideas —deep thot— B – discover, organize, support (known and to be learned) — analysis— C – compile info (primary & secondary sources) - systematic - use technology — research— D – (graphics, conceptual maps, learning logs) E – study tool — notetaking— F – write reports, summaries (draw conclusions) G – analyze other writers' strategies (pros, I think)</p>			<p>Writing = learning + research tool</p> <p>B – discover, record, review, learn</p> <p>E – organize notes from many sources using graphics, maps, logs) +link info & ideas + tool for reflection, exploration, learning, prob solving, pers growth</p> <p>5)Communicates with writers - inside & outside classroom - diverse cultures & fields A – composition strategies in diff fields (previously 4G) B – correspond with other writers electronically & conventional ways C – collaborate w/ other writers D – recognize how writers - represent & reveal - cultures & traditions</p>
<p>(Analysis)</p>				
<p>5 Evaluation</p>	<p>Evaluate own and others' A – mech & content B – respond well to peer review</p>			<p>(6) A – now well it achieves purpose - converse w/ teacher, peers B – analyze & discuss published pieces as models -apply criteria to evaluate writing C – accumulate & review own work's strengths, weaknesses -set goals</p>

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<p>6 READING identify words vocab</p>	<p>Strategies to read new words, build vocab A – expand vocab (listen, read, discuss) B – context to define (figurative lang, idioms, mult meanings, tech vocab) C – (prefixes, roots, suffixes) D – word origins – research – OED – E – refs (glossary, dict, thesaurus, technology) for precise usage & meaning F – analogies, homonyms, synonyms & antonyms, connotation & denotation</p>	<p>Extensive vocab & Systematic word study D +aid to understanding meanings, derivations, spellings, influences on Eng +connotative & denotative meanings as own category + analogies</p>		(7)
<p>Comprehension 7</p>	<p>Uses strategies to comprehend A – establish purpose (discover, interpret, enjoy) B – draw on own background to connect w/ texts C - monitor own reading strategies, modify appropriately (rereading, resources, Qs) D – Make graphic organizers from text – collaborative? – E – analyze text structures (C&C, C&E, Chrono ordering) F – Main idea, supporting details G – summarize H – Inferences (conc. generalize, predict, support from text) I – Study strategies (skin, scan, notes, outline, study-guide Qs) J – read silently w/ comprehension (!)</p>			(8)
<p>8 Variety of Texts</p>	<p>Read for purposes (world lit) A – (entertainment, appreciate craft, information, to take axn, discover models to emulate in own writing) B – (diaries, journals, texts, maps, newspapers, letters, speeches, memoranda, electronic, other media) C – Classic & contemporary world lit D – interpret hist context’s influence</p>		<p>+ Am Lit</p>	<p>J + for sustained period(!) (9) + Brit Lit, increasingly demanding</p>

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<p>9 Culture</p>	<p>Increase knowledge of own & other cultures, see common elements A – distinctive & shared characteristics B – compare text events with own life</p>		<p>+ Am Lit</p>	<p>(10) + Brit Lit + themes and connections among</p>
<p>10 Lit Response</p>	<p>Express & Support responses A – informational & aesthetic elements (discussions, journals, oral interpretations, dramatizations) B - Use elements of text to defend interpretations C – compare reviews (lit, film, performance) with own resp</p>	<p>A – change drama- to enactments</p>	<p>A + graphic displays B + defend, clarify & negotiate responses C +analyze written reviews</p>	<p>C – recognize & discuss themes, etc. that cross cultures</p>
<p>11 Lit Concepts</p>	<p>Analyze lit elements for meaning A – theme = general observation re: life & hm nature B – setting & time frame C – analyze character (time, pov) D – identify conflicts E – plot development F – interpret symbols G – poetic elements (metaphor, simile, personification, sound) H – lit forms & terms (author, drama, bio, autobio, myth, tall tale, dialog, tragedy & comedy) - structure (poetry, epic, ballad - protagonist, antagonist, paradox, analogy dialect, comic relief</p>	<p>A – C&C (themes, conflicts, allusions) Lose characters (!) C – Analyze plot dev., identify conflict & how resolved D – melodies of lit lang, evocative words & rhythms E – connect lit to hist, current events, own life</p>		
<p>12 Analysis Evaluation</p>	<p>Read critically to evaluate A – characteristics (structure, word choice, audience) B – evaluate credibility, - determine author’s motives C – evaluate logic =determine mode of reasoning (induction, deduction) D – bias & persuasion (editorials, documentaries, advertisements)</p>	<p>+ evaluate authority of sources A (organization, syntax, word choice) B – how motivation affects credibility C – illogical deceptive, faulty persuasion Lose specific texts</p>		<p>(13) A – (conciseness, correctness, completeness) B explained in new section: E - how motivation, stance, position affect credibility, structure, tone D –modes of reasoning (ind & ded logic) -think critically F – organization pattern & lang. effect on audience</p>

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<p>13 Inquiry Research</p>	<p>Read to research – self-selected & assigned A – relevant, interesting, researchable Qs B – locate print & non-print info (texts, tech, periodicals, books indices, databases, net C – organize & convert info (charts, graphs, drawings) D – research → presentations (diff audiences & purposes) -cite sources E – draw conclusions</p>	<p>C – text organizers (overviews, headings, graphic features) to locate & characterize info D – Reports & research projects</p>		<p>(14) D – evaluate credibility & appropriateness of sources E – Organize & record new info systematically (notes, charts, graphic organizers) G – Find relevant Qs for further study</p>
<p>14 LISTEN SPEAK Critical listen</p>	<p>Listen attentively for purpose A – focus attn on msg B – develop vocab - interpret accurately C – monitor msg for clarity, understandings - ask Qs D – verbal & non-verbal feedback</p>	<p>(condensed) A – focus attn, interpret, respond + evaluate msg B – (critical, empathic, appreciative, reflective)</p>	<p>A – Proficiency in listening (focusing, attn, interpret, respond) B – strategies (prepare, identify listening types, adopt strategies) Q!!!!!!! C = B D – evaluate own listen skill -ask Qs (clarity, compare, contrast interpretations) -research interests E – feedback (conversations, discussions, informative, persuasive, artistic presentations)</p>	<p>(15)</p>
<p>15 Eval</p>	<p>Analyze, appreciate, eval oral perf. pres A – respond appropriately to peers, pub works (original essays/narratives, interpretations of poetry, performed scripts) B – identify & analyze artistic elements (char dev, rhyme, imagery, lang) C – evaluate pres of peers, publ figures, media D – eval artistic perf E – eval own effectiveness from feedback -set goals</p>		<p>(16) Eval & Critique A – apply criteria (analyze, eval, critique) -info & persuasive perf B – also lit perf C – improve via op’s praise, suggestions D – aesthetic elements (char dev, rhyme, imagery, lang)</p>	<p>(18)</p>

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16 Purposes	<p>Speak clearly & effectively</p> <ul style="list-style-type: none"> A – oral conventions B – Informal, standard, tech lang -meet needs (audience, occasion, purpose, task) C – prepare, organize present -variety of info msg D – verb & non-verb strategies E – ask clear Qs, respond appropriately F – make relevant contributions in class 	<p>C – emphasis: persuasion</p>	(15)	<p>A + (word choice, grammar, diction) Lose purpose</p> <p>C – Respond wellll to op’s opinions and views</p> <p>D – verb & non verb meet listener needs</p> <p>G – express & defend pov</p> <p>- precise lang</p> <p>-appropriate detail</p>
17 Presentations	<p>Prepare, Organizes, presents Informative & persuasive oral msgs</p> <ul style="list-style-type: none"> A – clear thesis, support w/ logical points B – Valid evidence, proofs, examples C – appropriate, effective appeals D – verb & non verb (pitch, tone, posture, eye contact) 	<p>A + claims</p> <p>B + from reliable sources</p> <p>+ Lang & rhet strat</p> <p>+ Informed, accurate, truthful, ethical</p>		<p>Breaks up:</p> <ul style="list-style-type: none"> A – clear thesis B – support w/ logic C - + effective appeals Lose nonverb Lose informed, etc +analyze purpose , aud, occasion to choose verb & nonverb strategies + interpret lit (telling stories, interpreting scenes from drama, poem) + use feedback to judge effectiveness -set goals
18 Lit interpretations	<p>Prepare, Organize, Present lit interp.</p> <ul style="list-style-type: none"> A – valid interp of lit texts (telling stories, interpreting poems, stories, essays) B – analyze purpose, audience, occasion -choose effective verbal & non-verb (pitch, tone, posture, eye contact) 	<p>(lose analyze purpose)</p> <p>B – justify verb & non verb by referring to analysis /interp of text</p> <p>C – present interp</p>		<p>GONE!!!!</p>
19 VIEWING REPRESENT Interpretation	<p>Understand & interpret visual representations</p> <ul style="list-style-type: none"> A – how meaning communicated thru elements of design (shape, line, color, texture) B – analyze relationships, ideas, cultures C – distinguish purpose (inform, entertain, ad) 			

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<p>20 Analysis</p>	<p>Analyze & critique significance of of visual reps A – investigate the source (who made it, why?) B – deconstruct to ge main idea of msg C – evaluate & critique techniques - msgs = glittering generalities, logical fallacies, symbols D – how visual & sound conveys msg (special effects, editing, camera angles, rxn shots, sequencing, music) E – genres (mighty news, newsmags, documentaries) and unique properties of each F – C&C & critique various media coverage of an event (newspaper, TV, net</p>			
<p>21 Production</p>	<p>Produce Visual Reps A – examine effect of media on own belief B – use variety of forms/ technologies (videos, photographs, web pages) to communicate msg C – various techniques to plan & create media text -reflect critically on own work D – creations include: billboard, cereal box, short editorial -3-5 min documentary –or- print ad -to engage specific audiences E – create, present, test, revise project -analyze response -data gathering (questionnaires, group discussions, feedback forms)</p>	<p>Include print ad, editorial, flter, movie critique –or- illustrated children’s book – 5-6 min docum</p>	<p>Ad campaigns, pol campaigns, video adaptations of lit - 7-10 min docu</p>	<p>Ad campaigns, pol campaigns, parodies – 10-15 min documentary</p>