

## **Project Citizen Level II**

### **TEKS Correlations**

#### **Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter C. High School**

##### **§110.42. English I (One Credit).**

##### **(b) Knowledge and skills.**

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms using effective word choice, structure, and sentence forms with emphasis on organizing logical arguments with clearly related definitions, theses, and evidence; write persuasively; write to report and describe; and write poems, plays, and stories;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information; and

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing; and

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.

7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;

(F) identify main ideas and their supporting details;

(G) summarize texts;

(H) draw inferences such as conclusions, generalizations, and predictions and support them from text; and

(I) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.

(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:

(A) analyze characteristics of text, including its structure, word choices, and intended audience;

- (B) evaluate the credibility of information sources and determine the writer's motives;
- (C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction; and
- (D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

- (A) generate relevant, interesting, and researchable questions;
- (B) locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet;
- (C) organize and convert information into different forms such as charts, graphs, and drawings;
- (D) adapt researched material for presentation to different audiences and for different purposes, and cite sources completely; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

- (A) focus attention on the speaker's message;
- (B) use knowledge of language and develop vocabulary to interpret accurately the speaker's message;
- (C) monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding; and
- (D) formulate and provide effective verbal and nonverbal feedback.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:

- (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays

or narratives, interpretations of poetry, or individual or group performances of scripts;

(C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;

(D) evaluate artistic performances of peers, public presenters, and media presentations; and

(E) use audience feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) prepare, organize, and present a variety of informative messages effectively;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:

(A) present and advance a clear thesis and support the major thesis with logical points or arguments;

(B) choose valid evidence, proofs, or examples to support claims;

(C) use appropriate and effective appeals to support points or claims; and

(D) use effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

**§110.43. English II (One Credit).**

**(b) Knowledge and skills.**

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;

(B) write in a voice and a style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

(A) use prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;

(C) proofread writing for appropriateness of organization, content, style, and conventions;

(D) refine selected pieces frequently to publish for general and specific audiences; and

(E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information; and

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing; and

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage.

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish a purpose for reading such as to discover, interpret, and enjoy;

(B) draw upon his/her own background to provide connection with texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience; and

(H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

- (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;
- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (D) produce reports and research projects in varying forms for audiences; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

- (A) focus attention, interpret, respond, and evaluate speaker's message; and
- (B) engage in critical, empathic, appreciative, and reflective listening.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performance and presentations. The student is expected to:

- (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;
- (D) evaluate artistic performances of peers, public presenters, and media presentations; and
- (E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

- (A) use the conventions of oral language effectively;
- (B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;
- (C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

(B) choose valid proofs from reliable sources to support claims;

(C) use appropriate appeals to support claims and arguments;

(D) use language and rhetorical strategies skillfully in informative and persuasive messages;

(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and

(F) make informed, accurate, truthful, and ethical presentations.

#### **§110.44. English III (One Credit).**

##### **(b) Knowledge and skills.**

(1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:

(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and resumé;

(B) write in a voice and style appropriate to audience and purpose; and

(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

- (A) use prewriting strategies to generate ideas, develop voice, and plan;
- (B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;
- (C) proofread writing for appropriateness of organization, content, style, and conventions;
- (D) frequently refine selected pieces to publish for general and specific audiences; and
- (E) use technology for aspects of creating, revising, editing, and publishing texts.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
- (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
- (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
- (D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:

- (A) use writing to formulate questions, refine topics, and clarify ideas;
- (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;

(C) compile information from primary and secondary sources in systematic ways using available technology;

(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;

(E) use writing as a study tool to clarify and remember information; and

(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.

(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:

(A) evaluate writing for both mechanics and content; and

(B) respond productively to peer review of his/her own work.

(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussing;

(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary;

(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and

(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage;

(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main ideas and their supporting details;

(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience; and

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.

(13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) produce reports and research projects in varying forms for audiences; and

(E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as prepares for listening, identifies the types of listening, and adopts appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) communicate effectively in conversations and group discussions while problem solving, and planning;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

(16) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages; and

(C) use praise and suggestions of others to improve his/her own communication; and

17) Listening/speaking/presentations. The student prepares, organizes, and presents informative and persuasive messages. The student is expected to:

(A) present and advance a clear thesis and logical points, claims, or arguments to support messages;

- (B) choose valid proofs from reliable sources to support claims;
- (C) use appropriate appeals to support claims and arguments;
- (D) use language and rhetorical strategies skillfully in informative and persuasive messages;
- (E) make effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and
- (F) make informed, accurate, truthful, and ethical presentations.

**§110.45. English IV (One Credit).**

**(b) Knowledge and skills.**

(1) Writing/purposes. The student writes in a variety of forms. The student is expected to:

- (B) draw upon the distinguishing characteristics of written forms such as essays, scientific reports, speeches, and memoranda to write effectively in each form;
- (C) write in a voice and style appropriate to audience and purpose;
- (E) employ precise language to communicate ideas clearly and concisely; and
- (F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:

- (A) use prewriting strategies to generate ideas, develop voice, and plan;
- (B) develop drafts both independently and collaboratively by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose;
- (C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose;
- (E) revise drafts by rethinking content organization and style to better accomplish the task;

(F) use effective sequences and transitions to achieve coherence and meaning;

(G) use technology for aspects of creating, revising, editing, and publishing texts; and

(H) refine selected pieces to publish for general and specific audiences.

(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;

(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;

(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and

(D) produce error-free writing in the final draft.

(4) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) use writing to formulate questions, refine topics, and clarify ideas;

(B) use writing to discover, record, review, and learn;

(C) use writing to organize and support what is known and what needs to be learned about a topic;

(D) compile information from primary and secondary sources using available technology;

(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs;

(F) link related information and ideas from a variety of sources;

(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and

(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth.

(8) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(B) draw upon his/her own background to provide connection to texts;

(D) construct images such as graphic organizers based on text descriptions and text structures;

(E) analyze text structures such as compare/contrast, cause/effect, and chronological order for how they influence understanding;

(F) produce summaries of texts by identifying main idea and supporting detail;

(G) draw inferences and support them with textual evidence and experience; and

(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.

(14) Reading/inquiry/research. The student uses reading and research skills to develop self-selected topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) evaluate the credibility of information sources and their appropriateness for varied needs;

(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers;

(F) produce research projects and reports in varying forms for audiences; and

(G) draw relevant questions for further study from the research findings or conclusions.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use conventions of oral language effectively, including word choice, grammar, and diction;

(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;

(C) respond appropriately to the opinions and views of others;

(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;

(F) make relevant contributions in conversations and discussions;

(G) express and defend a point of view using precise language and appropriate detail; and

(H) speak responsibly to present accurate, truthful, and ethical messages.

(17) Listening/speaking/presentations. The student prepares, organizes, and presents oral messages. The student is expected to:

(A) present clear thesis statements and claims;

(B) support major thesis with logical points or arguments;

(C) choose valid evidence or proofs to support claims;

(D) use effective appeals to support points, claims, or arguments;

(E) use language and rhetorical strategies skillfully in informative and persuasive messages;

(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances; and

(H) use feedback to judge effectiveness in communicating and setting goals for future presentations.

(18) Listening/speaking/evaluation. The student evaluates and critiques oral presentations and performances. The student is expected to:

(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages; and

(C) use praise and suggestions of others to improve his/her own communication.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

(E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

**§110.47. Reading I, II, III (One-Half to Three Credits).**

**(b) Knowledge and skills.**

(3) The student reads for different purposes in varied sources. The student is expected to:

(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and

(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.

(4) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary by reading, listening, and discussing;

(B) determine meanings by using context;

(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and

(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.

(5) The student comprehends selections using a variety of strategies. The student is expected to:

(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;

(B) use previous experience to comprehend;

(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;

(D) find similarities and differences across texts such as explanations, points of view, or themes;

(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;

(G) summarize texts by identifying main ideas and relevant details;

(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;

(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order; and

(J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.

(7) The student reads texts to find information on self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

(B) locate appropriate print and non-print information using text and technical resources, including databases;

(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;

(D) organize and record new information such as notes, charts, and graphic organizers;

(E) communicate information gained from reading; and

(F) use compiled information and knowledge to raise additional unanswered questions.

**§110.48. Reading Application and Study Skills (One-Half Credit).**

**(b) Knowledge and skills.**

(5) The student uses study strategies to learn from text. The student is expected to:

(A) learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions;

(B) recall important information by taking notes or making marginal notations;

(C) summarize information from text through the use of outlines, study guides, or learning logs;

(D) determine important information in test questions by highlighting and underlining;

(E) answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretative;

(F) produce summaries of texts that include main ideas and their supporting details;

(G) draw inferences and support them with text evidence and experiences;

(H) draw conclusions from text information; and

(I) analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.

(6) The student inquires through reading and researching self-selected and assigned topics. The student is expected to:

(A) generate relevant, interesting, and researchable questions;

- (B) locate appropriate print and non-print information using text and technical resources, including databases;
- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (D) organize and record new information in systematic ways such as notes, charts, and graphic organizers;
- (E) produce research projects and reports in various formats for audiences; and
- (F) draw relevant questions for further study from the research findings or conclusions.

**§110.53. Research and Technical Writing (One-Half to One Credit).**

**(b) Knowledge and skills.**

- (1) The student writes for a variety of purposes and audiences. The student is expected to:
  - (A) write informative and persuasive texts, including essays, reports, and proposals;
  - (B) use the distinguishing characteristics of various written forms such as essays, scientific reports, speeches, and memoranda;
  - (C) write in voice and style appropriate to audience and purpose; and
  - (D) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (3) The student writes to investigate self-selected and assigned topics. The student is expected to:
  - (A) use writing such as learning logs to formulate questions, refine topics, and clarify ideas;
  - (B) compile information from primary and secondary sources using available technology;
  - (C) organize and link related information from multiple sources;

(D) represent information in a variety of ways such as graphics and conceptual maps; and

(E) compile written ideas, representations, and interpretations into reports, summaries, or other formats and draw conclusions.

(4) The student applies the conventions of usage and mechanics of written English. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) use correct capitalization and punctuation;

(C) use correct spelling in the final draft;

(D) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in final drafts; and

(E) use appropriate technical vocabulary.

#### **§110.54. Practical Writing Skills (One-Half to One Credit).**

##### **(b) Knowledge and skills.**

(1) The student writes for a variety of audiences and purposes. The student is expected to:

(A) compose business letters with accuracy and clarity;

(B) compose inquiries and requests;

(C) write for authentic, persuasive purposes; and

(F) take notes.

(2) The student relies increasingly on the conventions and mechanics of written English to communicate clearly. The student is expected to:

(A) produce legible written work, including handwritten, word processed, and typed documents;

(B) employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumés; and

(C) use correct spelling for final products.

(3) The student appropriately applies the rules of usage and grammar to communicate clearly and effectively. The student is expected to:

(A) produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms;

(B) use varied sentence structures to express meanings and achieve desired effect; and

(C) use appropriate vocabulary.

(4) The student selects and uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to:

(A) select and apply prewriting strategies to generate ideas, develop voice, and plan;

(B) develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;

(C) use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;

(D) use effective sequence and transitions to achieve coherence and meaning;

(E) revise drafts by rethinking content, organization, and style to better accomplish the task;

(F) edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft;

(G) use resources such as texts and other people as needed for editing;

(H) proofread writing; and

(I) use available technology for creating, revising, editing, and publishing texts.

(5) The student evaluates his/her own writing and the writing of others. The student is expected to:

- (A) evaluate how well his/her own writing achieves its purposes;
- (C) apply criteria generated by self and others to evaluate writing;  
and
- (D) accumulate and review his/her own written work to determine its strengths and weaknesses and to set goals as a writer.

### **§110.56. Speech Communication (One Credit).**

#### **(b) Knowledge and skills.**

(1) Communication process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning. The student is expected to:

- (A) explain the importance of communication in daily interaction;  
and
- (F) identify and analyze standards for making communication choices considering, appropriateness for self, listener, occasion, and task.

3) Group. The student uses appropriate communication in group situations. The student is expected to:

- (A) explain the importance of groups in a democratic society;
- (B) identify the purposes and functions of various types of informal and formal groups;
- (E) use appropriate verbal, nonverbal, and listening strategies to communicate effectively in groups;
- (F) use effective strategies for problem solving, conflict management, and consensus building in groups;
- (G) use parliamentary procedure effectively;
- (H) prepare, organize, and present group discussions for an audience;

(I) make appropriate impromptu contributions and/or speeches in group decision making; and

(J) evaluate group effectiveness.

(4) Speech preparation. The student uses appropriate processes and skills for preparing speeches. The student is expected to:

(A) analyze audience, purpose, and occasion;

(B) apply appropriate criteria for choosing and limiting topics;

(C) choose and limit purposes for speeches;

(D) research topics for speeches using a variety of primary, secondary, and electronic sources;

(E) organize speeches using the traditional elements of speech form, including an introduction, body, and conclusion;

(F) use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics;

(G) organize and develop outlines to reflect logical speech form;

(H) use appropriate logical, ethical, and emotional proofs to support and clarify points;

(I) choose appropriate devices for introductions and conclusions;

(J) use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity;

(K) make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity;

(L) write manuscripts for speeches to enhance oral style and facilitate memory; and

(M) produce and use concise notes and/or visual aids appropriately.

(6) Speech presentation. The student uses appropriate strategies to rehearse and present. The student is expected to:

(A) use appropriate techniques and strategies to overcome communication apprehension, build self-confidence, gain command of ideas and information, and revise speeches;

(B) use language clearly and appropriately;

(C) use nonverbal strategies appropriately;

(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately; and

(E) demonstrate a lively sense of interaction with audiences.

(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches. The student is expected to:

(A) analyze and evaluate oral and written speech models;

(B) use critical listening skills to evaluate speeches; and

(C) provide oral or written critiques of his/her own and others' speeches.

### **§110.57. Public Speaking I, II, III (One-Half to One Credit).**

#### **(b) Knowledge and skills**

(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(C) analyze how modern public address influences public opinion and policy in a democracy; and

(D) analyze the ethical responsibilities that accompany freedom of speech.

(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:

(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(C) identify and analyze the characteristics of a speech to inform;

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:

(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;

(B) rehearse and employ a variety of delivery strategies;

(C) develop verbal, vocal, and physical skills to enhance presentations;

(D) use notes, manuscripts, rostrum, microphone, visual aids, and/or electronic devices; and

(E) maintain a lively sense of interaction with an audience.

#### **§110.58. Communication Applications (One-Half Credit).**

##### **(b) Knowledge and skills.**

(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:

(A) analyze the audience, occasion, and purpose when designing presentations;

(B) determine specific topics and purposes for presentations;

(C) research topics using primary and secondary sources, including electronic technology;

(D) use effective strategies to organize and outline presentations;

(E) use information effectively to support and clarify points in presentations;

(F) prepare scripts or notes for presentations;

- (G) prepare and use visual or auditory aids, including technology, to enhance presentations;
- (H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
- (I) use effective verbal and nonverbal strategies in presentations;
- (J) prepare, organize, and participate in an informative or persuasive group discussion for an audience;
- (K) make individual presentations to inform, persuade, or motivate an audience;
- (L) participate in question and answer sessions following presentations;
- (M) apply critical-listening strategies to evaluate presentations; and
- (N) evaluate effectiveness of his/her own presentation.

**§110.60. Debate I, II, III (One to Three Credits).**

**(b) Knowledge and skills.**

(1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to:

- (A) identify the historical and contemporary use of debate in social, political, and religious arenas;
- (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues; and
- (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints.

(2) Analysis of issues. The student analyzes controversial issues. The student is expected to:

(A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;

(B) accurately phrase and define debatable propositions;

(C) analyze and evaluate propositions and related issues presented in academic and public settings; and

(D) recognize, analyze, and use various debate formats to support propositions.