

North Forest ISD

Texas Essential Knowledge and Skills (TEKS)
English IV

§110.45. English IV (One Credit).

(a) Introduction.

(1) Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and post-modern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

(2) For students enrolled in English IV whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for English IV are described in subsection (b) of this section.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations in English IV as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

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

(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;

(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;

(D) employ literary devices to enhance style and voice;

(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;

(D) use varied sentence structure to express meanings and achieve desired effect;

(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;

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

(E) use a manual of style such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS).

(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.

(5) Writing/analysis. The student communicates with writers inside and outside the classroom, including writers who represent diverse cultures and fields. The student is expected to:

- (A) analyze strategies that writers in different fields use to compose;
- (B) correspond with other writers electronically and in conventional ways;
- (C) collaborate with other writers; and
- (D) recognize how writers represent and reveal their cultures and traditions in texts.

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

- (A) evaluate how well writing achieves its purposes and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others;
- (B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing; and
- (C) accumulate and review his/her own written work to determine its strengths and weaknesses and to set his/her own goals as a writer.

(7) 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, idioms, multiple meaning words, and technical vocabulary;
- (C) apply meanings of prefixes, roots, and suffixes in order to comprehend;

(D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;

- (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
- (F) discriminate between denotative and connotative meanings and interpret the connotative power of words; and
- (G) read and understand analogies.

(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;
- (C) monitor his/her own reading strategies and modify when necessary;
- (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;
- (H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts; and
- (I) read silently with comprehension for a sustained period of time.

(9) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including British literature, in increasingly demanding texts. The student is expected to:

- (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;
- (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;
- (C) read British and other world literature, including classic and contemporary works; and
- (D) interpret the possible influences of the historical context on a literary work.

(10) Reading/culture. The student reads widely, including British literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across culture. The student is expected to:

- (A) recognize distinctive and shared characteristics of cultures through reading;
- (B) compare text events with his/her own and other readers' experiences; and

(C) recognize and discuss themes and connections that cross cultures.

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

- (A) respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays;
- (B) use elements of text to defend, clarify, and negotiate responses and interpretations;
- (C) analyze written reviews of literature, film, and performance to compare with his/her own responses; and
- (D) evaluate text through critical analysis.

(12) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

- (A) compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts;
- (B) propose and provide examples of themes that cross texts;
- (C) analyze relevance of setting and time frame to text's meaning;
- (D) describe the development of plot and identify conflicts and how they are addressed and resolved;
- (E) analyze the melodies of literary language, including its use of evocative words and rhythms;
- (F) connect literature to historical contexts, current events, and his/her own experiences; and
- (G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(13) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:

- (A) analyze the characteristics of clear text such as conciseness, correctness, and completeness;
- (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility;
- (C) recognize logical, deceptive, and/or faulty modes of persuasion in text;
- (D) apply modes of reasoning such as induction and deduction to think critically;
- (E) describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone; and
- (F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

(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.

(15) 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 preparing for listening, identifying the types of listening, and adopting 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 those of 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.

(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;
- (G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems; 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;
- (B) apply valid criteria to analyze, evaluate, and critique literary performances;
- (C) use praise and suggestions of others to improve his/her own communication; and
- (D) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

- (A) describe how meanings are communicated through elements of design, including shape, line, color, and texture;
- (B) analyze relationships, ideas, and cultures as represented in various media; and
- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

- (A) investigate the source of a media presentation or production such as who made it and why it was made;
- (B) deconstruct media to get the main idea of the message's content;
- (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;
- (D) recognize how visual and sound techniques or design convey messages in media such as special

effects, editing, camera angles, reaction shots, sequencing, and music;

(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and

(F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

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

(A) examine the effect of media on constructing his/her own perception of reality;

(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

(C) use a range of techniques to plan and create a media text and reflect critically on the work produced;

(D) create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences; and

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