



### **To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for English 2A.

### **WHAT TO BRING**

- several sharpened No. 2 pencils
- blue or black ink pen
- lined notebook paper

### **ABOUT THE EXAM**

The examination for the first semester of English II consists of 70 multiple-choice and matching questions, plus one essay. The test will cover reading skills, literature, mechanics and usage, and writing skills. The exam will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

### **PRE-EXAM ASSIGNMENTS**

You are required to complete **reading assignments** outside of the testing environment *before* you take the CBE. See instructions for these assignments on page 2 of this document. **You will not be able to pass the CBE without completing these tasks.**

### **EXAM PREPARATION**

**Study topics** are provided on pages 3-4 of this document. “**Tips for Good Writing**” are provided on page 5; these will help you when writing essays. The exam is based on the **Texas Essential Knowledge and Skills (TEKS)** for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. All TEKS are assessed. Be sure to use *all* of these resources to focus your study in preparation for the exam. It is important to prepare adequately.

Since the questions on this exam are not taken from any one course, you may use literature or grammar textbooks to review the skills listed.

Sample questions are provided on pages 6-7 of this document; however, this is not a duplicate of the examination. The questions are only to illustrate the form of the exam. In order to be successful on the examination, you must study and review *all* of the material listed on the following pages.

Good luck on your examination!

## ENG 2A Exam Prerequisite Reading Assignments

You are required to complete the following assignments outside of the testing environment *before* you take the CBE. **You will not be able to pass the CBE without completing these tasks.**

### Reading Assignments

Read the following works of literature *AND* be familiar with basic biographical information about the authors and the time period in which each work was written.

- *The House on Mango Street* by Sandra Cisneros (a short novel)
- *Julius Caesar* by William Shakespeare ( a play)
- From *Le Morte d'Arthur*, "The Tale of Arthur" by Sir Thomas Mallory (a section from a novel)
- "O Captain! My Captain!" by Walt Whitman (a poem)
- "The Masque of the Red Death" by Edgar Allan Poe (a short story)
- "Civil Peace" by Chinua Achebe (a short story)

## ENG 2A Exam Prerequisite Study Topics

Study each of the following terms and topics *before* you take the CBE. **You will not be able to pass the CBE without studying this material.**

### Literary Elements and Styles

Understanding literature includes understanding literary terms used to discuss written works. This is a partial list of words you may encounter on the exam:

|                  |                     |               |
|------------------|---------------------|---------------|
| allegory         | coming-of-age story | point of view |
| alliteration     | foreshadowing       | protagonist   |
| allusion         | imagery             | simile        |
| antagonist       | irony               | sonnet        |
| archetype        | metaphor            | symbolism     |
| atmosphere       | motif               | theme         |
| characterization | onomatopoeia        | tone          |
| climax           | personification     | tragic hero   |

### Additional Vocabulary

|             |            |
|-------------|------------|
| altruism    | emphatic   |
| aristocracy | lament     |
| avant-garde | obstinate  |
| discretion  | omniscient |

### Vocabulary

The vocabulary questions will require you to use context clues in the sentence to determine word meanings. This type of testing is very similar to the questions on the TAKS exam, so you may want to study TAKS preparation materials for this portion of the test.

*continued* →

## **Mechanics and Usage**

You will also answer questions about mechanics and usage. You may want to review your grammar skills. Be familiar with rules for capitalization, punctuation, word usage, subject-verb agreement, and so forth.

## **Essay**

Rarely does a CBE that is missing an essay receive a passing score. Please plan to take the time to write a well-constructed essay. You will turn in any brainstorming and rough drafts that you do. Your essay should be approximately 1½ to 2 handwritten pages long. You will need to bring some lined paper with you to the testing location. Also, plan to use blue or black ink, not pencil.

You will have two choices of writing topics. You will select one topic and fully develop it by using these guidelines:

- Give your essay a meaningful title, introduction, and conclusion.
- Present fully developed ideas that are focused with specific examples and details.
- Write clear and grammatically-correct sentences.
- Eliminate fragments, run-ons, and tense shift.
- Use meaningful transitions to connect ideas.
- Edit your essay for capitalization, punctuation, usage, and spelling.

## **IMPORTANT!**

# Tips for Good Writing

1. An interesting title that reveals the main idea of your paper gives your reader a good first impression. If it is a title that you make up, it should not be in quotation marks or underlined.
2. Neatness counts. Remember to double space typed papers. Use blue or black ink for handwritten ones.
3. Avoid using the proverbial *you* in your writing exercises. It may put your reader on the defensive. For example, when I read, "When you use drugs, you hurt yourself and your family," my immediate reaction is to exclaim defensively that I *don't* use drugs. It's better to write, "When a person..." or "When a teenager..." than to use *you*.
4. State your opinion as fact. Avoid "I feel that..." and "I think that..."
5. Avoid referring to your essay or to any part of it. "Edgar Allan Poe uses gothic devices in many of his poems" sounds much better than "In this essay, I will prove that..." or "In the following paragraphs, I will show..."
6. Use present tense when writing about literature. The events of a story occur each time the story is read.
7. Be consistent in number. If you start out with a singular subject, the pronouns that refer to it must also be singular. Look at this example: "Everyone has their own differences that make them who they are as a person." *Everyone* is singular; *their* is plural; *them* is plural; *they* is plural; *a person* is singular. (Remember that any word ending in *-body* or *-one* is singular.) The easiest way to achieve consistency in number is to make the whole thing plural: "All individuals have their own differences that make them who they are as people." This sentence isn't profound, but it is grammatically correct.
8. Paragraph indentions should be about a thumb's width.
9. Elaborate. Give several examples and details for each topic sentence. Back up what you write (sometimes by quoting).
10. Proofread.

## Sample Exam

### Literary Selections

1. Imagery in the novel *The House on Mango Street* depicts
  - A. strong emotions of a young girl.
  - B. the city life of a wealthy child.
  - C. a historical view of a 19th century family.
  - D. detailed images of the countryside.

### Literary Elements

2. “He sang like a bird” is an example of
  - A. metaphor.
  - B. alliteration.
  - C. assonance.
  - D. simile.

### Mechanics and Usage

3. Choose the sentence with the correct grammar and mechanics.
  - A. The band played while marching down the street.
  - B. The band while marching down the street played.
  - C. The band played, while marching down the street.
  - D. While marching down the street the band played.

### Reading Skills

Read the following passage from “The Cask of Amontillado” by Edgar Allan Poe, then answer the questions below.

#### From “The Cask of Amontillado”

He had a weak point—this Fortunato—although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity to practise imposture upon the British and Austrian millionaires. In painting and gemmary, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially; I was skillful in the Italian vintages myself, and bought largely whenever I could.

4. In this passage, the word *vintages* means
  - A. years.
  - B. old wines.
  - C. rare books.

5. The passage is told in
- A. third person.
  - B. second person.
  - C. first person.

### **Essay**

Write a well-constructed 4- or 5-paragraph essay on the following topic. Develop a strong thesis statement and support your analysis with detailed evidence from the literature. Be sure to create a title for your essay. **During the actual exam, you will turn in your notes/outline and a rough draft, as well as a final copy.**

How are the ideas of loyalty and betrayal at odds in the play *Julius Caesar*? Use specific evidence to support your thesis.

## Sample Exam Answer Key

1. A
2. A
3. A
4. B
5. C



## Texas Essential Knowledge and Skills ENG 2A – English II, First Semester

| TTU: ENG 2A CBE, v.3.0   |   |
|--|---|
| TEKS: §110.32. English Language Arts and Reading, English II (One-Half Credit) |   |
| TEKS Covered   | TEKS Requirement (Secondary)  |
|  | <b>§110.32. English Language Arts and Reading, English II (One Half Credit), Beginning with School Year 2009-2010.</b>  |
|  | (a) Introduction.   |
| ✓  | (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis. |
|  | (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.  |
| ✓  | (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.  |
|  | (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.   |
|  | (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.   |
|  | (3) 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, skills, and student expectations in English II as described in subsection (b) of this section.   |
|  | (4) 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) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:   |
| ✓  | (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;   |

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| ✓ | (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.   |
|   | (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:   |
| ✓ | (A) compare and contrast differences in similar themes expressed in different time periods;  |
| ✓ | (B) analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature; and   |
| ✓ | (C) relate the figurative language of a literary work to its historical and cultural setting.  |
| ✓ | (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.   |
| ✓ | (4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how archetypes and motifs in drama affect the plot of plays.   |
|   | (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:   |
| ✓ | (A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;   |
| ✓ | (B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;  |
| ✓ | (C) evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction; and  |
| ✓ | (D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on 20th century world literature.  |
| ✓ | (6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw 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.  |
| ✓ | (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.   |
| ✓ | (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 important details and the less important details. |
|   | (9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:   |
| ✓ | (A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;  |
| ✓ | (B) distinguish among different kinds of evidence used to support conclusions and arguments (e.g., logical, empirical, anecdotal) in texts;  |
| ✓ | (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and   |
| ✓ | (D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.   |
|   | (10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:   |
| ✓ | (A) 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   |
|   | (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.  |

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|   | (11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:   |
| ✓ | (A) evaluate text for the clarity of its graphics and its visual appeal; and   |
|   | (B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).   |
|   | (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: |
| ✓ | (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;   |
| ✓ | (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);  |
|   | (C) examine how individual perception or bias in coverage of the same event influences the audience; and   |
| ✓ | (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.   |
|   | (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:  |
| ✓ | (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;      |
| ✓ | (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and 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.  |
|   | (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:  |
| ✓ | (A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that 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.  |
|   | (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:   |
| ✓ | (A) write an analytical essay of sufficient length that includes:  |
| ✓ | (i) effective introductory and concluding paragraphs and a variety of sentence structures;   |
| ✓ | (ii) rhetorical devices, and transitions between paragraphs;   |
| ✓ | (iii) a 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;   |
|   | (B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:   |
| ✓ | (i) organized and accurately conveyed information;   |
| ✓ | (ii) reader-friendly formatting techniques; and  |

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| ✓ | (iii) anticipation of readers' questions;   |
|   | (C) write an interpretative response to an expository or a literary text (e.g., essay or review) that:  |
| ✓ | (i) extends beyond a summary and literal analysis;  |
| ✓ | (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and  |
| ✓ | (iii) analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices; and  |
| ✓ | (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience. |
|   | (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:                    |
| ✓ | (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;   |
| ✓ | (B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);  |
| ✓ | (C) counter-arguments based on evidence to anticipate and address objections;   |
| ✓ | (D) an organizing structure appropriate to the purpose, audience, and context;  |
| ✓ | (E) an analysis of the relative value of specific data, facts, and ideas; and   |
| ✓ | (F) a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).   |
|   | (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:     |
|   | (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  |
| ✓ | (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);   |
| ✓ | (ii) restrictive and nonrestrictive relative clauses; and   |
| ✓ | (iii) reciprocal pronouns (e.g., each other, one another);  |
| ✓ | (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and   |
| ✓ | (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).  |
|   | (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:  |
| ✓ | (A) use conventions of capitalization; and  |
|   | (B) use correct punctuation marks including:  |
|   | (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.  |
| ✓ | (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.   |
|   | (20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:  |
| ✓ | (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and  |
| ✓ | (B) formulate a plan for engaging in research on a complex, multi-faceted topic.  |
|   | (21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:   |
| ✓ | (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;   |

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| ✓ | (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and   |
| ✓ | (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).   |
|   | (22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:  |
| ✓ | (A) modify the major research question as necessary to refocus the research plan;   |
| ✓ | (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and  |
| ✓ | (C) critique the research process at each step to implement changes as the need occurs and is identified.   |
|   | (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:   |
| ✓ | (A) marshals evidence in support of a clear thesis statement and related claims;  |
| ✓ | (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;  |
| ✓ | (C) uses graphics and illustrations to help explain concepts where appropriate;   |
| ✓ | (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and  |
| ✓ | (E) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i> ) to document sources and format written materials.  |
|   | (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 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.   |
| ✓ | (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. |
| ✓ | (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.   |
|   | <i>Source: The provisions of this §110.32 adopted to be effective September 4, 2008, 33 TexReg 7162.</i>  |